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This annotated review of literature brings together research reports, articles, books, and other publications concerning urban education. The contents are designed for researchers, teachers, students, administrators, and policymakers. The references are primarily from material produced from September 1964 through December 1965. The bulk of the material focuses on minority group integration into the educational, social, and economic institutions of the country; the classroom and procedures of inner-city schools; the teachers and students of these schools; the curriculums and teaching techniques; the involvement of community and parents; and the role of school boards, politics, and bureaucratization as they affect these schools. Review notes indicate where data are lacking and list other bibliographies. Approximately 1,000 annotations are arranged under subject headings. Both a subject listing and Library of Congress listing are included. An unannotated list of some 350 entries is also included. An author index is provided for cross reference. (JS)

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Urban Education Bibliography

An Annotated Listing

PS 001397

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The CENTER FOR URBAN EDUCATION is an independent nonprofit corporation founded in 1965 under an absolute charter from the New York State Board of Regents. In June 1966, it was designated a regional educational laboratory under Title IV of the Elementary and Secondary Act of 1965. There are some twenty regional laboratories throughout the country. The CENTER is in part a social research agency, in part an educative institution in the university tradition, in part an engineering laboratory where invented solutions to problems in urban educational form and policy are tested in cooperation with participating educators. The CENTER's major goal is to clarify and improve education in the urban complexes of our pluralistic and democratic society.

Under the direction of its Communication Resources Unit, the CENTER publishes a wide variety of reports, monographs, books, bibliographies, as well as a bimonthly journal. A complete list can be found at the end of this publication. The essential aim of this material is to provide a basic source of useful and immediately relevant information.

Urban Education Bibliography

An Annotated Listing

by H. Helen Randolph

HELEN RANDOLPH, a member of the CENTER's professional staff, is a graduate of Fisk University and received a master's degree in educational sociology from New York University, where she is now doing further graduate work. She has been affiliated with the Board of Higher Education's Research and Evaluation Department and with Project TRUE at Hunter College, under whose auspices the first version of this bibliography was prepared. At the CENTER she is currently involved in research on primary varied groupings within the New York public school system.

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Introduction

Over the past decade a number of influences have converged to place more attention on the urban poor than ever before. The movement of rural Negroes and of Spanish-speaking people to urban areas and the civil rights concern for equality have led social scientists, educators, legislators, and others to examine more fully the relationship between the life and the education of the urban poor—and, thus to examine the whole character of education in our urban complexes.

This annotated review of literature brings together research reports, articles, books, and other more fugitive publications concerned with the many aspects of urban education. The bibliography is designed to serve a wide audience: researchers, teachers, students, administrators, and policymakers.

The references are primarily from material produced from September 1964 through December 1965. (Material before this date can be found in the first edition of this work, *Urban Education*, 1963, available from the Center for Urban Education.) Many areas are presented here in a limited fashion. The vast area of literature on juvenile delinquency is amply represented in the *International Bibliography of Juvenile Delinquency* and with few exceptions is not included in this review. Entries from the field of psychology are limited to educational and social psychology. The immense amount of literature on school curriculum is included only as it pertains to the teaching of the inner-city child.

The bulk of the material included here focuses on minority-group integration into the educational, social, and economic institutions of the country; the classrooms and procedures of inner-city schools; the teachers and students of these schools; the curricula and teaching techniques; the involvement of community and parents; and, finally, the role of school boards, politics, and bureaucratization as they affect these schools. In addition, the review notes research areas where data are lacking, and lists other bibliographies.

The annotations—approximately one thousand—are arranged under subject headings according to the Library of Congress classification, which reflects the system used by the Center's library and most libraries throughout the country. Both a Subject Listing and a Library of Congress Listing are included. An Unannotated List, containing some 350 entries, is also included. An Author Index is provided for cross reference.

In the five months of preparing this bibliography many individuals have contributed to its completion. I am indebted to Dan Wood, head librarian at the Center, for his invaluable suggestions and guidance—and to the other members of the library staff, Dorothy Christiansen, Susan Mertz, William Myrick, and Douglas Axtell. Nor would the bibliography have been completed without the cordial encouragement of Dr. Mortimer Kreuter, chairman of the committee on educational personnel, and the careful editing and coordination of Harris Dienstfrey, Chris Tree, and Lela Sledge, all on the Center's editorial staff. A special note of thanks to my husband, Irving Randolph, for his patience and understanding.

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BF311 SELF-CONCEPT—PERCEPTION—COGNITION

Brookover, Wilbur B. et al. *Self-Concept of Ability and School Achievement II.* East Lansing: Office of Research and Publications, Michigan State University, October 1965.

This is the second of three reports on different phases of a study examining the relation between school achievement and an individual's view of his own ability. The study was conducted among students in a single age-grade in a large school system over the six-year period in which the group was in grades seven through 12. The first report, issued in 1962, covered preliminary phases of the study and provided a cross-sectional analysis of the 7th grade. This report includes results of three experiments designed to discover strategies for enhancing the self-concepts of students who are impeded in their performance by low self-evaluations of academic ability.

Estvan, Frank J. "The Relationships of Nursery School Children's Social Perception to Sex, Race, Social Status, and Age." *Journal of Genetic Psychology,* v 107, n 2, 1965, p 295–308.

The subjects of the study were 78 three- and four-year-old Negro and white urban children from different socioeconomic backgrounds. The research focused on two questions: (1) Is social perception related to variables such as sex, race, and social status among three- and four-year-old children? (2) Does social perception develop rapidly during the nursery-school years, or is that period one of relative stability? Data were collected through projective interviews based on 14 life-situation pictures depicting contrasting social situations. Findings indicate that nursery-school children's social perception is related to sex, race, and social status. While differences appeared in each component of social perception, the greatest number fell in the realm of values and attitudes.

Franco, Daisy. "The Child's Perception of 'The Teacher' as Compared With His Perception of 'The Mother.'" *Journal of Genetic Psychology,* v 107, n 1, 1965, p 133–141.

This study investigates the "transference component" in the child's perception of the teacher as compared with his perception of the mother. The sample included 75 kindergarten children from public schools in Flushing, New York, in a low-income neighborhood. Children were individually tested at the beginning and end of the year by means of incomplete stories covering a wide range of teacher-pupil and mother-child situations, but centering attention on the role of teacher and mother as "disciplinarian" and "helper."

IRCD Bulletin, v 1, n 1, January 1965. New York: Project Beacon, Graduate School of Education, Yeshiva University.

Contains a detailed bibliography (not annotated) on cognitive development of socially disadvantaged children and youth.

BF378.A75 ATTITUDE (PSYCHOLOGY)

Brodie, Thomas A., Jr. "Attitude Toward School and Academic Achievement." *Personnel and Guidance Journal,* v 43, n 4, 1964, p 375–378.

Urban 11th graders classified in two groups as being "satisfied" and "dissatisfied" with school were compared on the Iowa Tests of Educational Development. The "satisfied" students were found generally to perform better than the "dissatisfied" students. This performance tended to be greater on tests where academic skills were involved than on tests of general background information. The development of academic skill in students with affirmative attitudes is found to be closely associated with classroom objectives and drill routine, while acquisition of general knowledge is more often the product of independent reading and observations.

Brown, Robert G. "A Comparison of the Vocational Aspirations of Paired Sixth Grade White and Negro Children Who Attend Segregated Schools." *Journal of Educational Research,* v 58, n 9, p 402–404.

Negro and white groups of sixth graders of similar economic backgrounds, from similar regional environments, and with comparable intelligence quotients—each group attending a segregated school—were asked about their vocational ambitions. Choices of the Negro students ranked higher than those of white students. Occupational choices of both groups ranked higher than occupations currently held by their fathers.

Greenberg, Judith W., Joan M. Gerver, Jeanne Chall, and Helen H. Davidson. "Attitudes of Children From a Deprived Environment Toward Achievement-Related Concepts." *Journal of Educational Research,* v 59, n 2, 1965, p 57–62.

Negro children from a depressed urban environment were studied (1) to discover their attitudes toward some concepts assumed to be important for school learning, and (2) to determine whether their attitudes varied with differences in school achievement and with sex. Findings indicate that children from depressed urban areas do not necessarily have negative attitudes toward school.

Johnson, David W. *Changes in Self and Racial Attitudes of Negro Children Derived From Participation in a Freedom School.* New York: Institute of Urban Studies, Teachers College, Columbia University, fall 1964, mimeo.

The basic purpose of this study was to examine the effects on students of participation in a "freedom school," to see whether studies in Negro history improved their self and social attitudes. Background data are given on the evolvement of the school, its purposes, curriculum, student population, and staff, and on the Harlem Parents Committee who organized and administered it. Two interviews were given four months apart to a random sample of Negro and white students attending the school to measure the change in their self and social attitudes. Other questionnaires and measuring instruments were also used. Girls were found to have more favorable self and social attitudes than boys at the beginning of their participation in the school, and boys were more affected by their participation than were girls.

Lewis, Claudia and Barbara Biber. *Reactions of Negro Children Toward Negro and White Teachers.* New York: Bank Street College of Education, 1965.

The attitudes of 51 Negro children toward their Negro and white teachers in a Harlem public school were tested by examining their responses to a series of pleasant and unpleasant pictures of Negro and white teachers. In the second half of the testing, the children selected the figures they would like to have for their teachers. The experiment was designed to discover (1) whether children were influenced by color or by pleasant-unpleasant aspects, and (2) how much the color factor would enter at all. Findings suggest possibilities for further exploration.

BF408 CREATIVE ABILITY

Savoca, Anthony F. "The Effects of Reward, Race, IQ and Socioeconomic Status on Creative Production of Preschool Children." *Dissertation Abstracts,* v 26, n 4, 1965.

The role of reward, race, socioeconomic level, and Stanford Binet IQ score are investigated as factors in the creative thinking capacity of young children. Negro and white four-year-olds from two socioeconomic levels were used. Results showed that reward and socioeconomic index are important factors for divergent thinking. Rewarded groups scored significantly higher than nonrewarded groups. Cultural deprivation—defined in terms of parental education and occupation—has a negative effect on the divergent thinking of preschool children.

Starkweather, Elizabeth K. and Peggy L. Azbill. "An Exploratory Study of Pre-School Children's Freedom of Expression." *Proceedings of Oklahoma Academy of Science,* v 45, 1965, p 176–180.

Marked differences in freedom of expression were found in a pilot study of creative ability. Findings suggest that the stifling of this freedom can occur before a child is five years old. Thus a search for factors that influence the development of creative ability should start with the early preschool years.

BF431 ABILITY (TESTING)

Astor, M. H. "Ability Testing Calls for Community Responsibility." *High Points,* v 47, n 6, June 1965, p 27–35.

An inquiry into some of the ethical-moral issues related to measuring ability by standardized tests, and an effort to establish an operational way of thinking about such tests in order to minimize current confusion and anxiety about them. Includes discussions of whether the schools should continue to test; the social consequences of testing; and the role of the publisher, test consumer, the testing public, and especially the parents.

Dockrell, W. B. "Cultural and Educational Influences on the Differentiation of Ability." *Proceedings of the 73rd Annual Convention of the American Psychological Association,* 1965, p 317–318.

Ability and achievement tests were administered to English school children (ages 10, 12, 14) from different social classes to distinguish the effects of cultural and educational influences on verbal skills (in regard to the academic curriculum) and spatial and numerical skills (in regard to the technical curriculum).

Loretan, Joseph O. "The Decline and Fall of Group Intelligence Testing." *Teachers College Record,* v 67, n 1, October 1965, p 10–17.

The author discusses one of the crucial weaknesses of group IQ's—that they measure only a limited range of abilities in terms of "something already learned." He gives reasons for discontinuing their use and replacing them with achievement tests.

Rude, Neil H. and Donald C. King. "Aptitude Levels in a Depressed Area." *Personnel and Guidance Journal,* v 43, n 8, 1965, p 785–789.

The results of an aptitude test given to 300 young adults in a chronically depressed area were compared with the performance of the general population. The two sets of results approximated each other. Other findings: Aptitudes of the emerging labor force in high schools fell between those of employed and unemployed adults. High school students appeared to be most deficient in communication skills and to excel in numerical abilities.

"The 'Test Ban' in New York City Schools." *Phi Delta Kappan,* v 46, n 3, November 1964, p 105–110.

Included under this heading are two related articles, "The Case for Intelligence Testing," by Arthur Hughson, p 106–108, and "The Case Against Group IQ Testing," by Julius Yourman, p 108–110, as well as an introductory note that summarizes why IQ tests were discontinued in New York City public schools and discusses steps the Board of Education is taking to improve pupil appraisals and instruction without group intelligence tests.

Testing and Public Policy. *American Psychologist,* v 20, n 11, November 1965.

A special issue on the validity of psychological testing and its relevance to public policy. Included are condensed reports from the congressional hearings on the uses and abuses of psychological tests and other issues relating to the "invasion of privacy."

BF455 LANGUAGE AND LANGUAGES (PSYCHOLOGY)

Peisach, Estelle C. "Children's Comprehension of Teachers and Peer Speech." *Child Development,* v 36, n 2, 1965, p 467–480.

An evaluation of (1) the extent to which information is successfully communicated by teachers to pupils of various social backgrounds, and (2) the degree of communication among children from different social backgrounds. First and 5th-grade public-school children were used.

Ralph, Jane Beasley. "Language Development in Socially Disadvantaged Children." *Review of Educational Research,* v 35, n 5, December 1965, p 389–397.

A review of investigations on language development and characteristics in children of low socioeconomic status, with a 54-item bibliography.

Robinson, Helen F. and Rose Mukerji. "Language and Concept Development With Disadvantaged Kindergarten Children." *Educational Leadership,* v 23, n 2, November 1965, p 133–136.

An exploratory study was undertaken in spring 1964 in a kindergarten class of a special service school in Brooklyn. In an effort to provide a curriculum to meet the educational needs of disadvantaged kindergarten children, the program was constructed to emphasize language growth, concept development, and symbolic representation—and, more specifically, to guide the children toward verbal forms of communication, generalization, and logical thinking. The ethnic groups represented were Negro, Puerto Rican, Jewish, Greek, Italian, and Chinese.

BF456.D7 DRAWING (PSYCHOLOGY)

Lourenso, Susan V., Judith W. Greenberg, and Helen H. Davidson. "Personality Characteristics Revealed in Drawings of Deprived Children Who Differ in School Achievement." *Journal of Educational Research*, v 59, n 2, 1965, p 63–67.

Drawings of 111 Negro children from five 4th- and 5th-grade classes in one public school in a depressed urban area were analyzed for indications of differences in school achievement. Subjects were classified into three groups (good, average, and poor achievers) on the basis of scores from the Metropolitan Primary Reading Test. The drawings centered around themes of "My Family" and "A Child in School." Specific personality dimensions, such as self-image, parent-image, compliance, and work orientation, presumed to be related to achievement functioning in school, were investigated. Findings indicated that achievement groups were not appreciably different with respect to personality characteristics studied. However, when achievement level and sex were considered together, definite differences emerged.

BF456.R2 READING (PSYCHOLOGY)

Fite, June H. and Louise A. Schwartz. "Screening Culturally Disadvantaged, First-Grade Children for Potential Reading Difficulties Due to Constitutional Factors." Digest of papers and program presented at 42nd annual meeting, *American Journal of Orthopsychiatry*, v 35, n 2, March 1965, p 359.

The subjects of this pilot study consisted of 105 children in four 1st-grade classes of a special service public school which drew its students from a neighboring low-income housing project. The school's population was 54 per cent Negro, 42 per cent Spanish-speaking, and 4 per cent white. The purpose of the study was to identify potential reading difficulties due to "constitutional" factors or developmental lags. The study was undertaken as "action research," aimed at giving concrete assistance to teachers by expanding their information about six-year-old children, by aiding them in developing appropriate materials for their pupils, and by heightening their observational abilities.

Wattenberg, William W. and Clare Clifford. "Relation of Self-Concept to Beginning Achievement in Reading." *Child Development*, v 35, n 2, June 1964, p 461–467.

Based on previous studies concerning the relationship between poor self-concept and reading disabilities, this investigation sought to determine which is the antecedent phenomenon. A total of 185 children from two elementary schools in Detroit (each a mixture of both middle- and working-class students) were tested at the kindergarten level, and again at the end of the 2nd grade. In general, the measures of self-concept and ego strength taken at the kindergarten level were predictive of reading achievement two and one-half years later.

Zimmerman, Irla L. and George N. Allenbrand. "Personality Characteristics and Attitudes Toward Achievement of Good and Poor Readers." *Journal of Educational Research*, v 59, n 1, 1965, p 28–30.

This study investigated the personality characteristics and attitudes toward achievement of two groups of school children differentiated in reading ability. The sample consisted of 153 children (71 "poor" readers and 82 "good" readers) from middle- and lower-class families. Approximately half of the children were of Mexican descent. The California Test of Personality was administered to both groups as a measure of personal and social adjustment. The Thematic Apperception Test (TAT) was used as an approach to measuring attitudes toward achievement. Significant differences in personality functioning were found between the two groups. The "good" readers appeared to be better adjusted in every area, but the major difference between the two groups appeared to be more in the area of personal rather than social adjustment.

BF636 INTERPERSONAL RELATIONS

Selected Bibliography on Human Relations. Cleveland: Cleveland Public Schools, Division of English and Language Arts, 1964.

An annotated bibliography on the Negro in America which lists chiefly fiction, biography, collections of essays, and a few volumes giving historical background. Within these divisions, there are books for elementary, junior, and senior high school.

Smythe, Hugh H. and James A. Moss. "Human Relations Among the Culturally Deprived: Part I. The Cultural Atmosphere of Depressed Areas." *Journal of Human Relations*, v 13, n 4, 1965, p 524–537.

This study examines human relations among the culturally deprived and surveys the cultural atmosphere in the areas where the poor live. The authors describe this atmosphere as a locality whose outstanding features are deterioration, stagnation, helplessness, waste, and hopelessness. The people who exist within this social framework, the housing, and the effects of congestion are also described.

BF683 ACHIEVEMENT MOTIVATION

Cameron, Ann and Thomas Storm. "Achievement Motivation in Canadian, Indian, Middle- and Working-Class Children." *Psychological Reports*, v 16, n 2, 1965, p 459–463.

Elementary school children from three subcultural groups (B.C. Indian, white middle class, and white working class) in Vancouver were tested on a concept-learning task under conditions of receiving material rewards (candy) or nonmaterial rewards (light flash). The subjects were taken from all grades of two elementary schools, one a provincial public school, and the other a parochial school. The middle-class white children performed better than the other groups under nonmaterial reward conditions, but there was no significant difference among the three groups when a material reward was present. Middle-class children were also found to prefer a larger, delayed reward rather than a small, immediate one.

BF697 INDIVIDUALITY—DIFFERENCE (PSYCHOLOGY)—SELF-EVALUATION

Anastasi, Anne. *Individual Differences.* New York: John Wiley & Sons, Inc., 1965.

A book of integrated readings through which the author presents a view of the psychological study of individual differences. The major topic areas include: the development and use of tests for measuring individual differences; quantitative research on the nature of intelligence; behavior genetics and the heredity-environment problem; the role of cultural deprivation and other experimental factors in the development of individual and group differences; and studies of genius and creativity. Within each area, the author has selected individual publications to illustrate the origins and historical development of psychological research related to individual differences.

Building on Cultural Differences. *Childhood Education*, October 1965, a special issue.

Articles include: "Spanish-Speaking Children Communicate," by Clare Kearney Galbraith; "Searching for Teachers Within Subcultures," by William D. Stocks; "Using Cultural Differences in Developing Cross-Cultural Understanding," by Herbert B. Wilson; "Murfreesboro Preschool Program for Culturally Deprived Children," by Rupert A. Klaus and Susan Gray; and "Education on an Indian Reservation," by Myrna Hillyard.

Dannin, Leon F. and Marshall B. Clinard. "Differences in the Conception of Self as a Male Among Lower- and Middle-Class Delinquents." *Social Problems*, v 13, n 2, fall 1965, p 205–214.

Two groups of delinquents—one lower class, the other lower-middle class, both white—were studied to examine the differences in how they conceived of themselves as males. Findings indicate that lower-class boys felt themselves to be tougher and more powerful, fierce, fearless, and dangerous than middle-class boys, but did not feel themselves to be more violent, hard, and pugilistic. Middle-class boys conceived of themselves as being more loyal, clever, smart, smooth, and bad.

Lantz, Donald L. "Relationship Between Classroom Emotional Climate and Concepts of Self, Others, and Ideal Among Elementary School Children." *Journal of Educational Research*, v 59, n 2, 1965, p 80–83.

An exploration of the relationship of the emotional climate in elementary school classrooms taught by female student teachers and the attitudes of the students toward themselves and others. The self-concept of the student teachers by itself was not found to be useful in predicting classroom emotional climate. However, the self-concepts and the students' concepts of most other elementary teachers and of ideal elementary teachers, taken together, were useful in predicting emotional climate.

BF698 PERSONALITY

Anastasi, Anne. "Culture-Fair Testing." *Educational Horizons*, v 43, n 1, fall 1964, p 26–30.

Presents the current rationale of the culture-fair test and discusses how it differs from the older concept of the culture-free approach. Cites tests and other measuring instruments classified in these categories.

McCullers, John C. and Walter T. Plant. "Personality and Social Development: Cultural Influences." *Review of Educational Research*, v 34, n 5, 1964, p 599–610.

A summary of research findings on the effects of cultural deprivation and cultural enrichment. The first section examines the implications for the child's personality development of prolonged isolation from social experiences considered normal by white middle-class standards. The second section explores the consequences of college experience and its impact on personality change.

Spaulding, Robert L. "Personality and Social Development: Peer and School Influences." *Review of Educational Research*, v 34, n 5, 1964, p 588–598.

An examination of both teacher-pupil and peer interaction and their effects on the personality and social development of the students. Children who are dependent, aggressive, withdrawn, or independently productive respond differently to teachers who are highly orderly and businesslike than to those who are more permissive and less organized. The investigators believe that their findings suggest promising avenues for further research.

Vega, Manuel. "The Performance of Negro Children on an Oddity Discrimination Task as a Function of the Race of the Examiner and the Type of Verbal Incentive Used by the Examiner." *Dissertation Abstracts*, v 26, n 2, 1965, p 1176–1177.

This study was to determine the differential effect of Negro and white examiners on the performance of Negro children on an oddity discrimination task as a function of grade level, reward condition, and intelligence level. The sample consisted of 324 Negro children from Southern rural areas. One group was tested by white examiners, one by Negro examiners. Sixth- and 10th-grade subjects of medium intelligence responded with shortest latency to the white examiners, while those of high intelligence responded with shortest latency to the Negro examiners.

BF721 CHILDREN—STUDY (PSYCHOLOGY)

Black, Millard H. "Characteristics of the Culturally Disadvantaged Child." *Reading Teacher*, v 18, n 6, March 1965, p 465–470.

Cites Reissman's characteristics of the disadvantaged child and assesses some of the strengths of this group of children. Factors which are believed to be operative in the lives of children from disadvantaged homes are grouped and discussed under the following broad headings: language factors, learning patterns, readiness for instruction, and school behavior.

Crandall, Virginia C., Walter Katkovsky and Vaughn J. Crandall. "Children's Belief in Their Own Control of Reinforcements in Intellectual Academic Achievement Situations." *Child Development*, v 36, n 1, 1965, p 91–109.

Description of a scale to assess children's beliefs that they, rather than other people, are responsible for their intellectual-academic successes or failures.

Frierson, Edward C. "Upper- and Lower-Status Gifted Children: A Study of Differences." *Exceptional Children*, v 32, 1965, p 83–90.

Gifted and average elementary school children from upper- and lower-class backgrounds were compared for differences in height, weight, personality traits, interests, activities, and creative thinking. Significant group differences were associated with socioeconomic background.

Gordon, Edmund W. "Characteristics of Socially Disadvantaged Children." *Review of Educational Research*, v 35, n 5, 1965, p 377–388.

Review of research related to characteristics of socially disadvantaged children. The investigation focuses on home environment and family status, language, cognition, intelligence, perceptual styles, and patterns of intellectual function, and on motivation and aspiration. A 62-item bibliography is included.

Hess, R. D. and V. Shipman. "Early Blocks to Children's Learning." *Children*, v 12, n 5, September 1965, p 189–194.

This study is based on the hypotheses that (1) behavior that leads to social, educational, and economic poverty is learned in early childhood, and that (2) the central factor involved in producing cultural deprivation is a lack of cognitive meaning in mother-child communication. The study sought to discover how the teaching styles of mothers induce and shape learning styles and information-processing strategies in their children. The sample consisted of 160 Negro mothers and their four-year-old children, selected from four different socioeconomic levels.

IRCD Bulletin, v 1, n 3, summer 1965. New York: Project Beacon, Graduate School of Education, Yeshiva University.

Contains selected bibliography on the emotional and social development of socially disadvantaged children.

Kappel, Anne H. "Chicken or the Egg?" *Young Children*, v 20, n 6, September 1965, p 363–367.

The author argues that in their eagerness to bring about change in young children and to motivate their intellectual abilities, nursery schools frequently neglect a basic element of the child's life: his family. Two nursery school approaches that commit this error are: (1) the "dangling carrot" approach, in which a curriculum forsakes the present to concentrate only on the future: exemplified by teachers who insist that children must sit still now because they have to be quiet next year; and (2) the "incubator" approach, in which the teacher is considered to be the primary distributor of correct values, and parents are considered as spectators. Suggestions are made for more positive approaches that would include parents as an integral part of the nursery school program.

McDermott, John F., Saul I. Harrison, Jules Schrager, and Paul Wilson. "Social Class and Mental Illness in Children: Observations of Blue-Collar Families." *American Journal of Orthopsychiatry*, v 35, n 3, 1965, p 500–508.

Data from psychiatric evaluations of 263 children of blue-collar families (skilled and unskilled) were analyzed and compared, with special attention given to clinical and social questions.

Maier, Henry William. *Three Theories of Child Development*. New York: Harper and Row, 1965.

This book presents the theories of Erik H. Erikson, Jean Piaget, and Robert R. Sears, with some of their implications for current practice.

Pate, John E. and Warren W. Webb. "Screening Beginning First Graders for Potential Problems." *Exceptional Children*, v 32, n 2, 1965, p 111.

A description of the 1st-grade problem-screening test given to children during the latter part of kindergarten or the first part of 1st grade. The test is designed to screen out those children who will not make sufficient progress in 1st grade, in order to prepare them for a successful 2nd-grade experience.

Rosen, Bernard C. "Social Class and the Child's Perception of the Parent." *Child Development*, v 35, n 4, December 1964, p 1147–1153.

An examination of some of the ways boys from middle- or lower-class families perceive their parents. Data were collected from 367 white males (ages nine–11) in elementary schools of three small Connecticut towns.

BF723.H7 CHILDREN—STUDY (PSYCHOLOGY)—HONESTY

Francis Graham, Sister, S.N.D. de N. "The Problem of Cheating." *Catholic School Journal*, v 65, n 9, 1965, p 37–38.

A questionnaire was given to 278 students in the 6th and 8th grades in an elementary school in order to determine the amount of cheating taking place. Seventy per cent of the students admitted to cheating sometimes, 1 per cent said they cheated often, and 17 per cent claimed they never cheated. The children offered many causes for cheating, such as pressure from home and school for high grades, difficult tests, and lack of application or ability. They agreed that the problem of cheating was very serious and that they should be punished for it. Recommendations are made by the investigator to aid in reducing cheating.

BF723.R3 CHILDREN—RACE AWARENESS

Morland, J. Kenneth. "A Comparison of Race Awareness of Northern and Southern Children." Presented at 42nd annual meeting of the American Orthopsychiatric Association, New York, 1965.

Compares the race awareness of young children in a rigidly segregated Southern city with that of young children in a less segregated Northern city to learn more about the effects of social environment on the development of attitudes. The study is based on the responses of 164 Negro and white children in nursery schools in Lynchburg, Virginia, and Boston, Massachusetts. Four groupings (Northern Negro, Northern white, Southern Negro, Southern white) with 41 subjects in each were matched for sex and age. Subjects were shown a series of pictures depicting social situations and were asked questions that measured their acceptance of members of both races, social preference, self-identification, and ability to recognize race differences. A majority of the subjects in each group accepted members of the other race when there was no issue of choosing between Negro or white, but, when forced to choose, Negro as well as white subjects expressed a preference for whites. Both Negro and white subjects identified with whites. Southern whites showed the greatest likelihood to identify with their race, and Southern Negroes were least likely to prefer and identify with their race.

DA125.N4 NEGROES—GREAT BRITAIN

Patterson, Sheila. *Dark Strangers: A Sociology Study of the Absorption of a Recent West Indian Migrant Group in Brixton, South London.* Bloomington: Indiana University Press, 1964.

An analysis of the relations between two groups that resemble each other in government, language, and religion, but differ not only in color but also in traditional work habits, family organization, religious practices, and attitudes toward authority. The volume is divided into six parts. Part I discusses the aims, concepts, hypotheses, and field work method, and provides background description of the West Indian settlement in Brixton. Part II describes the economic adaption patterns of the West Indians. Part III examines these patterns as they are manifest in housing and residence. Part IV treats the informal associational contacts between West Indians and British whites. Part V analyzes the internal organization of the West Indian settlement. Part VI summarizes the findings and adds a postscript on possible social action.

E184.A1 UNITED STATES—FOREIGN POPULATION—MINORITIES—RACE QUESTION

Breton, Raymond. "Institutional Completeness of Ethnic Communities and the Personal Relations of Immigrants." *American Journal of Sociology*, v 70, n 2, September 1964.

This study examines the interpersonal relations of immigrants. Their integration within a community is determined in part by their educational background, age, and reason for migrating. The study focuses on the capacity of the ethnic community already in the receiving society to absorb immigrants into its social boundaries. Findings indicate that more attention should be given to social organization in ethnic communities.

Durham, Joseph T. "The Melting Pot." *The Clearing House*, v 39, n 9, May 1965, p 547–550.

The author discusses the theory that minorities should not be assimilated culturally but should retain their own particular heritages while assuming those of other groups surrounding them. The article outlines several proposals by which educators can help maintain cultural pluralism.

Dworkin, Anthony G. "Stereotypes and Self-Images Held by Native-Born and Foreign-Born Mexican Americans." *Sociology and Social Research*, v 49, n 2, 1965, p 214–224.

The study examined the self-images and stereotypes of 280 native-born (United States) and foreign-born (Mexico) Mexican-American students and community residents. Comparisons indicate that the foreign-born hold more favorable stereotypes and self-images.

Polifroni, M. "Including Our Spanish-Speaking Neighbors." *Young Children*, v 20, n 6, September 1965, p 351–356.

A school in California (Pacific Oaks) which for many years encouraged the participation of minority groups in school life, developed a summer program for disadvantaged children from a nearby Mexican-American community. The objectives of the program were: (1) to build rapport with and extend services to the Mexican-American community; (2) to develop closer relationships with neighboring public schools; and (3) to explore the possibilities of teaching English to Spanish-speaking children within a normal nursery group rather than establishing special teaching situations.

PS 001397

Schmid, Calvin F. and Charles E. Nobbe. "Socioeconomic Differentials Among Nonwhite Races." *American Sociological Review*, v 30, n 6, 1965, p 909–921.

Gives population figures and comparative trends in regional distribution, educational status, occupational status, and income status of the nonwhite populations that number 20,009,280 people, or 11.2 per cent of the population (1960 Census). Of this figure, Negroes number 18,860,117, or 94.3 per cent; Indians 508,675 (2.5 per cent); Japanese 260,059 (1.3 per cent); Chinese 198,958 (1.0 per cent); Filipinos 106,426 (0.5 per cent); and "all other" 75,045 (0.4 per cent).

Senior, Clarence O. *Our Citizens From the Caribbean.* New York: McGraw-Hill, Webster Division, 1965.

The book describes recent immigrants to the United States from the Caribbean, including Cuba as well as Puerto Rico. The author examines the myths about these immigrants.

Senior, Clarence O. *The Puerto Ricans: Strangers—Then Neighbors.* Chicago: Quadrangle Books, 1965.

In capsule form, Senior presents facts about the Puerto Ricans both in Puerto Rico and the United States: how they live and work and the social and economic problems they face in both places. The presentation focuses primarily on migration and examines Puerto Rican migration in the context of previous streams of immigration to the U.S.

Suchman, Edward A. "Sociomedical Variations Among Ethnic Groups." *American Journal of Sociology*, v 70, n 3, November 1964, p 319–331.

A study of the attitudes of different ethnic groups in New York City toward medical care and their behavior during illness. Differences are found to be related to the form of social organization within each group.

E185 NEGROES—HISTORY

Bennett, Lerone, Jr. *Confrontation: Black and White.* Chicago: Johnson Pub. Co., 1965.

An account of the struggle by the American Negro for justice and equality and for those elementary rights that most other American citizens enjoy as a matter of course.

Broderick, Francis L. and August Meier. *Negro Protest in the Twentieth Century.* Indianapolis: Bobbs-Merrill Co., 1965.

A historical perspective on today's civil rights movement. The book examines the statements of Negro leaders of the past and compares the problems they faced to the contemporary situation. Some 54 articles, speeches, and other expressions are included: from Booker T. Washington in 1895 to James Farmer in 1965.

E185.61 NEGROES—CIVIL RIGHTS—SEGREGATION—PSYCHOLOGY

Bibliographic Survey: The Negro in Print. Washington, D.C.: The Negro Bibliographic and Research Center, Inc., 1965.

This bimonthly publication, which began in April 1965, attempts to centralize information about writings on the Negro. The items listed are annotated in detail.

"Black Revolution and White Backlash." *National Guardian*, July 4, 1964.

A verbatim transcript of a forum, "The Negro Revolution and the White Backlash." Participants include Lorraine Hansberry, David Susskind, Paule Marshall, LeRoi Jones, Ossie Davis, Ruby Dee, Charles Silberman, John Killens, and James Wechsler.

Bowen, David. *The Struggle Within: Race Relations in the United States.* New York: W. W. Norton & Co., 1965.

This book attempts to give equal consideration to all of the arguments for and against segregation and on the equality or inequality of races. It deals with such questions as: Does the Negro need special attention? How do some people—even some Negroes—profit from racial discrimination? How do American ideas about Negroes fit in with American ideas about equality?

Bowman, Lewis. "Racial Discrimination and Negro Leadership Problems: The Case of 'Northern Community'" *Social Forces*, v 44, n 2, 1965, p 173–186.

A report of research in a New England city on problems of discrimination in employment, housing, and school facilities. The findings indicate the internal problems of Negro leadership appear to be compounding the problem of racial discrimination, or making the search for solutions more difficult.

Bronz, Stephen H. *Roots of Negro Racial Consciousness.* New York: Libra. Pub., Inc., 1964.

Presented here are biographies of three Harlem "renaissance" authors of the 1920's, when new attitudes of Negroes toward themselves and America emerged. The authors are James Weldon Johnson, Countee Cullen, and Claude McKay.

Broom, Leonard and Norval D. Glenn. *Transformations of the Negro American.* New York: Harper and Row, 1965.

This is an inquiry into the rise of the "new Negro," a study in collective personality change. It begins with the abolishment of slavery, examines the period between reconstruction and World War I, and traces the growth of the new militance following World War II. The authors seek to explain to the American white how the aggressive "new Negro" evolved from the formerly docile Negro of the American scene.

Education and Civil Rights in 1965. *The Journal of Negro Education*, v 34, n 3, summer 1965.

This special issue contains 16 articles on various aspects of education and civil rights. A number of the articles have been annotated separately.

Gans, Herbert J. "The Negro Family: Reflections on the Moynihan Report." *Commonweal*, v 83, n 2, October 15, 1965, p 47+.

Gans comments in detail on the Moynihan report, which examines the structure of the Negro family. He maintains that the report offers few recommendations to implement its policy proposal, and suggests five sets of programs that would provide effective help to the Negro family.

Geschwender, James A. "Desegregation, the Educated Negro, and the Future of Social Protest in the South." *Sociological Inquiry*, v 35, n 1, April 1965, p 58–68.

Changes in the status of Southern Negroes and whites from 1940–1960 are examined. Both Negroes and whites improved in level of education, with the Negro gain concentrated between grades seven-11 and the white gain in the upper categories. Negro gains in occupations were concentrated in upper-blue-collar and lower-white-collar occupations, while whites were concentrated in upper-white-collar occupations. Occupational upgrading and educational improvement were greater for whites than for Negroes. A 1940 analysis showed that at that time educated Negroes had a better chance of being professionals than educated whites because

E185.61 NEGROES—CIVIL RIGHTS—SEGREGATION—PSYCHOLOGY (con't)

of the protections provided by a segregated system. Current projections predict further desegregation, further increase in the number of educated Negroes, and further restrictions in opportunities and protections for Negro professionals. The author believes that the increasing number of Negroes who do not receive jobs commensurate with higher education will produce an increased degree of militancy within the Negro civil rights movement.

Glenn, Norval D. "The Role of White Resistance and Facilitation in the Negro Struggle for Equality." *Phylon*, v 26, n 2, 1965, p 105–116.

The author argues that, in order to predict the course of Negro-white relations and to select effective strategies for Negro advancement, it is necessary to understand the variation in white action and policy toward the Negro. The use of legal, economic, and other forces by Negroes and whites will aid in tearing down resistance to Negro advancement.

Handlin, Oscar. *Fire-Bell in the Night: The Crisis in Civil Rights*. Boston: Little, Brown & Co., 1964.

Reflections of the author and an assessment of the civil rights crisis over the ten-year period since the Supreme Court ruling on school desegregation in May 1954.

Hentoff, Nat. *The New Equality*. New York: The Viking Press Co., Inc., 1964. Paperback, 1965.

The author argues that, if there is to be a "new equality," a basic social and economic redistribution of power is needed. Negroes alone cannot accomplish the organization of change throughout society, but the change will not be set in motion without Negro impetus. For the 1965 paperback edition, the author has written a new epilogue and provided some additional material.

King, Martin Luther. *Why We Can't Wait*. New York: Harper and Row, 1964.

The author traces the history of the Negro's fight for equality back to its beginning some three hundred years ago. He explains why the fight has come to a head in the last few years. In the final chapter, he projects the work to be done in the fields of education, employment, legislation, etc.

Miller, Elizabeth W. *The Negro in America: A Bibliography*. Cambridge: Harvard University Press, 1966.

A bibliography listing over 3,500 books, documents, articles, and pamphlets on the Negro American, his rights, aspirations, needs, and nature. Most of the listings, with the exception of some older classics or background studies, come from the period since 1954.

National Urban League. "Lifeline to Equal Opportunity." *Community Action Assembly Handbook*, December 1964.

This handbook provides guidelines for the discussion of community action to improve the conditions of Negro citizens. The handbook is divided into four chapters: employment, housing, health, and welfare. A bibliography is included.

The Negro American. *Daedalus*, v 94, n 4, fall 1965 and winter 1966.

Two volumes devoted to a discussion of the conditions of Negro life today, examining the prospects for early change and the strategies that will make possible "the fulfillment of rights." A number of the articles have been annotated separately.

Newby, I. A. *Jim Crow's Defense: Anti-Negro Thought in America, 1900–1930*. Baton Rouge: Louisiana State University, 1965.

The view of the Negro as a lesser human being of innate inferiority is described and analyzed for the period 1900–1930, when this attitude reached its peak of influence.

Northwood, Lawrence K. and Ernest A. T. Barth. *Urban Desegregation: Negro Pioneers and Their White Neighbors*. Seattle: Washington Press, 1965.

A study of 15 successful instances of Negro families moving into all-white neighborhoods in Seattle. The major portion of the data is recorded interviews with the Negro families, discussing their experiences and the reaction of nearby white residents.

Pickens, William G. "Teaching Negro Culture in High Schools—Is It Worthwhile?" *Journal of Negro Education*, v 34, n 2, spring 1965.

This paper examines the causes and effects of social policies that fail to give adequate treatment to the role of the Negro in American society and history and recommends that material on these subjects be incorporated into appropriate places in the secondary school curriculum.

Rose, Arnold M., ed. *Assuring Freedom to the Free: A Century of Emancipation in the U.S.A.* Detroit: Wayne State University Press, 1964.

The several essays in this volume were part of a year-long lecture series at Wayne State University entitled, "The Development of the Negro and of a Free Society." The book has three parts: (1) "The Negro in the Context of American History," with articles by John Hope Franklin, Arnold M. Rose, Carleton Lee, and Broadus Butler; (2) "The Negro in a Changing Society," with articles by Gunnar Myrdal, Robert Weaver, Donald King, and others; and (3) "Social Movement Among American Negroes," in which Whitney Young discusses the role of the Urban League, C. Eric Lincoln discusses the Black Muslim movement, and John Hope Franklin discusses the role of the Negro intellectual.

Rose, Arnold M., ed. "The Negro Protest." *The Annals of the American Academy of Political and Social Science*, January 1965.

This volume reports on the Negro movement in the United States—its background, the social forces affecting it, the specific conditions and problems that created it, the underlying social changes that are helping it meet with partial success, and the specific manifestations and techniques of the protest. In all, the volume contains 15 articles.

Ryan, William. "Savage Discovery: The Moynihan Report." *The Nation*, v 201, n 17, November 22, 1965, p 380–384.

This is a critical analysis of the Moynihan report on the Negro family.

Samuels, Gertrude. "Huck, Jim and Mary Jane." *The New York Times Book Review, Part II*, May 8, 1966, p 3.

Informal discussions with Negro children in Harlem and Brooklyn indicate that, although they show acute racial awareness, they do not approach books in terms of race or have much difficulty in identifying with white characters. Their reading interests are as diverse as those of white children, and on a par with white children of comparable backgrounds.

San Francisco Unified School District. *The Negro in American Life and History*. San Francisco: Board of Education, 1965.

This is a resource book for teachers. It brings together the important facts and concepts concerning the history and contributions of the American Negro that present textbooks omit or treat inadequately. The book has ten chapters: the colonial heritage, the revolutionary heritage, the expansionist heritage, the Civil War heritage, the heritage of reconstruction, Negroes and American institutions, Negroes and politics, Negroes and American cultural life, Negroes and American foreign affairs, Negroes and the search for full equality. A bibliography is included.

Scheiner, Seth M. *Negro Mecca: A History of the Negro in New York City, 1865–1920.* New York: New York University Press, 1965.

Focusing on the period from the Civil War to the end of World War I, the author recounts the history of Negroes in Manhattan and traces their migration from lower Greenwich Village to Harlem. The book also examines the development of the Negro press, organizational life, theatre, and social-welfare agencies. Much of the data is from newspapers, periodicals, and literary sources.

Schwartz, Michael. "The Northern United States Negro Matriarchy: Status Versus Authority." *Phylon,* v 26, n 1, spring 1965.

A discussion of some background factors that have perpetuated the matriarchal structure of Negro families among the lower and middle classes. The focus here is on the Northern states. Some of the data come from interviews of a sample of 510 lower-class Negro boys, 100 Southern white migrant families, and 30 middle-class Negro families. The respondents were asked questions about their occupational opportunities (as they saw them), family structure, aspirations, etc.

Taeuber, Karl E. and Alma F. Taeuber. "The Changing Character of Negro Migration." *The American Journal of Sociology,* v 70, n 4, January 1965, p 429–441.

This article reports that the Negro in-migrants to a number of large cities during 1955–1960 were not of lower average socioeconomic status than the resident Negro population and that their level of educational attainment was equal to or slightly higher than that of the resident white population. Comparisons with data from earlier periods suggest that the Negro population as a whole has changed from a disadvantaged rural population to a metropolitan one of increasingly high socioeconomic level and that its patterns of migration have become much like those of the white population.

Thompson, Daniel. "The Rise of the Negro Revolt." *American Political Science,* v 357, January 1965, p 18–29.

Discusses the fact that the legal and corporate controls that support discrimination in America are in conflict with accepted moral and religious beliefs.

Vander Zanden, James W. *Race Relations in Transition: The Segregation Crisis in the South.* New York: Random House, 1965, paper.

Describing the transformation of the South from a rural, agricultural region to an urban, industrial, and commercial area, this study examines the opposing forces that are currently pitted against each other in a struggle for status: integrationists against segregationists, citizens' councils at work in Southern rural areas, and Ku Klux Klan centers in urban areas. Each of these groups is analyzed briefly. Much of the book's material is based on previously published articles. The author includes a detailed appendix which reports a study of voting on segregationist referenda.

Welsch, Erwin K. *The Negro in the United States.* Bloomington, Indiana: Indiana University Press, 1965, paper.

This research guide is a survey of books on the Negro. It is presented in four sections: (1) science, philosophy, and race (discusses the theme of racial superiority and inferiority); (2) historical and sociological background (deals with topics of slavery, Civil War, reconstruction, and Negro institutions); (3) major contemporary issues (deals with civil rights, politics, jobs, education, housing, Negro protest, etc.); and (4) the Negro and the arts (discusses Negro contributions to literature, music, folklore, and fine arts).

Witt, Raymond H. *It Ain't Been Easy, Charlie.* New York: Pageant, 1965.

A description of the integration of a church and a community by a Lutheran pastor.

Yinger, J. Milton. *A Minority Group in American Society.* New York: McGraw-Hill, 1965.

The author is concerned primarily with general principles of minority-majority group relations. The eight essays focus on the place of Negroes in American society. The first five detail a descriptive and analytic approach to the discussion of change in minority-majority relations. Final chapters deal specifically with moral aspects of the topic and raise questions of strategy.

E185.625 NEGROES (PSYCHOLOGY)

Bayton, James A., Lettie J. Austin, and Kay R. Burke. "Negro Perception of Negro and White Personality Traits." *Journal of Personality and Social Psychology,* v 1, n 3, 1965, p 250–253.

Negro male and female students answered the Cruilford-Zimmerman Temperament Survey in terms of how they thought "the average Negro" (male and female) would reply. The study is an attempt to uncover the elements that go into the perception of "racial personality." Three such elements seem to be involved: stereotypes, sex of the group being assessed, and sex of the student making the assessment.

Beck, Elizabeth J. "Relation Between Social Impact and Selected Intellectual Traits in Preadolescent Negro Boys." *Dissertation Abstracts,* v 25, n 2, 1964, p 1328–1329.

The present study was undertaken to answer these questions: Are well-socialized persons more intelligent than those who are poorly socialized? Within the less well-socialized group, are hostile and dependent persons more intelligent than those who are socially isolated? The sample consisted of 120 Negro boys in four groups of 30 each. The students were from lower-class elementary schools, grades four-seven.

Erikson, Erik H. "A Memorandum on Identity and Negro Youth." *Journal of Social Issues,* v 20, n 4, 1964, p 29–42.

Noting the emergence of "new" qualities in Negro youth, Erikson reviews several of his formulations regarding ego development and identity. He discusses various aspects of identity formulation in childhood, as well as the psychological factors that lead toward a more inclusive identity.

Heller, Celia S. and Alphonso Pinkney. "The Attitudes of Negroes Toward Jews." *Social Forces,* v 43, n 3, 1965, p 364–369.

This analysis examines the attitudes of Negroes toward the role of Jews in regard to Negro rights. Data were taken from recent poll by *Newsweek* concerning American Negroes. Findings suggest that Negroes have relatively favorable attitudes toward Jews. A plurality gave "not sure" responses, and few voiced negative feelings.

Kvaraceus, William C. *Negro Self-Concept: Implication for School and Citizenship.* New York: McGraw-Hill, 1965.

This book reports on "The Relationship of Education to Self-Concept in Negro Children and Youth," a conference at Tufts University, and contains the position papers and the comments and discussions that followed their presentation. The three position papers (by Jean Grambs, Bradbury Seasholes, and William Kvaraceus) examine, respectively, (1) the negative impact of the color-caste system on the personal and educational development of individuals; (2) the political socialization of Negroes and the relation of this process to the development of the self-image; and (3) the possibilities and limitations of the school as an agent of change.

Lefcourt, Herbert M. and Gordon W. Ladwig. "The American Negro: A Problem in Expectancies." *Journal of Personality and Social Psychology*, v 1, n 4, 1965, p 377–380.

Sixty white and 60 Negro prisoners were studied with regard to their views about whether events are internally or externally controlled. The two groups were compared on three scales listing internal-external control dimensions and three performance variables from Rotter's Level of Aspiration board task. On all measures, Negroes revealed greater expectancy that events were externally controlled. The article discusses implications for Negro-white differences on IQ tests and in achievement striving.

Maliver, Bruce L. "Anti-Negro Bias Among Negro College Students." *Journal of Personality and Social Psychology*, v 2, n 5, 1965, p 770–775.

One hundred and sixty Negro males from the North and South were grouped according to their acceptance or rejection of anti-Negro statements, and then compared for the presence of 23 personality variables. No North-South differences were found. However, there were the expected correlations between degrees of anti-Negro bias and such variables as fear of rejection, absence of fears, and perception of the father.

Negro American Personality. *Journal of Social Issues*, v 20, n 2, 1964.

A special issue with ten articles on varied aspects of the personality of the Negro American. The introduction is by Thomas F. Pettigrew and Daniel C. Thompson.

Pettigrew, T. F. "Race, Mental Illness and Intelligence: A Social-Psychological View." *Eugenics Quarterly*, v 11, n 4, 1964, p 189–215.

This is a discussion of the influence of social and economic factors, in a comparison between Negroes and whites, on the relative incidence of psychosis and neurosis and on intelligence and school achievement. The article also discusses how heredity and environment combine to produce observed characteristics and includes a reference list of 146 items.

Radin, Norma and Constance K. Kamii. "The Children-Rearing Attitudes of Disadvantaged Negro Mothers and Some Educational Implications." *Journal of Negro Education*, v 34, n 2, spring 1965, p 138–145.

An effort to gain insight into the psychological forces that operate in the disadvantaged Negro family and affect its child-rearing practices. A parent-attitude questionnaire was given to 44 lower-class Negro mothers and 50 middle-class white mothers. In contrast to the white mothers, the Negro mothers tended to suppress their children's impulses and attempted to shield them from an outside world they viewed as threatening and hostile. Educational implications are discussed.

E185.8 NEGROES—EMPLOYMENT

Alexander, Richard D. et al. *The Management of Racial Integration in Business*. New York: McGraw-Hill, 1964.

An analysis of the varying efforts of American business to integrate the Negro at all levels of industry. Data were gathered mainly through in-depth interviews with local and national Negro leaders, government officials, and executives of 65 business organizations in six metropolitan areas. Chapter 1 considers the question of whether business should undertake an active integration program. Chapters 2 to 6 discuss five critical areas of the implementation process and examine the lack of communication between the business world and the larger community. Chapter 7 presents two case illustrations of integrated situations, and Chapter 8 discusses trends.

Ginzberg, Eli. *The Negro Challenge to the Business Community*. New York: McGraw-Hill, 1964.

This book presents highlights of a 1964 conference that sought (1) to gain new perspective on the aspirations and actions of Negroes as they attempt to participate more fully in the economy and society, and (2) to encourage a free and open discussion as to how the business community can contribute to this effort. Some of the papers included are: "The Economics of the Negro Problem," by Charles Silberman; "White-Negro Confrontations," by Thomas Pettigrew; "The Negro in Turmoil," by Kenneth Clark; "Political Perspectives," by Daniel Patrick Moynihan; and "The Corporation and the Community," by Hiestand, Field, Lyford, and Cohen.

Gourlay, Jack G. *The Negro Salaried Worker*. New York: American Management Association, 1965.

This report was designed to give executives a view of the experiences of the managers of many companies with regard to their Negro employees, in both supervisory and blue-collar jobs. It summarizes the Negro's present employment situation. It also reports company policies and practices and gives the present thinking of executives in regard to equal employment opportunities.

Marshall, F. Ray. *The Negro and Organized Labor*. New York: John Wiley & Sons, 1965.

This study analyzes the relation between the Negro and organized labor, with emphasis on factors responsible for the evolution of the racial practices of unions.

E185.88 NEGROES—STATISTICS—VITAL

Huyck, Earl E. "Highlights of White-Nonwhite Differentials." *Health, Education and Welfare Indicators*, Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, February-October 1965.

This pamphlet contains basic statistical information on white-nonwhite differentials in the areas of population, births, death and life expectancy, health services, education (school retardation, dropouts, school attainment, etc.), higher education, income, and levels of living. The Civil Rights Act of 1964 is summarized.

Student Nonviolent Coordinating Committee. *The General Condition of the Alabama Negro*. Atlanta, Georgia: Student Nonviolent Coordinating Committee, 8 Raymond Street, N.W., March 1965.

This is a statistical profile of the Negro in Alabama, with data on population, employment, education, housing, income, etc.

E185.89.H6 NEGROES—HOUSING

Clark, Henry. *The Church and Residential Desegregation*. New Haven: College and University Press, 1965.

This book reports on the action taken by fair housing groups in many parts of the country. It is concerned with the "open housing covenant" campaign in a small industrial city of the North. Questions such as the following are discussed: How useful is such a campaign as a device for changing the climate of opinion regarding residence and race, and how can it best be executed? The second major focus is on religious institutions as private agencies that often take the initiative in combating discrimination. Questions include: How do churchmen approach social action, and how effective have they been? How forceful can the church be in this role?

McCabe, Alice R. and Doris W. Decorato. "Helping Disadvantaged Families Learn to Help Themselves." *American Journal of Orthopsychiatry*, v 35, n 2, March 1965, p 308 +

This paper is based on a four-year study of an experiment in a disadvantaged area in East Harlem, conducted by the Community Service Society in an attempt to help the community help itself. The program was confined to an eight-block area. One of its aims was to outline a model upon which other such programs could be developed. The improvement of housing through use of the city's housing code was used as a focus for other problems of concern. The study indicates the assets and weaknesses of a cooperative program with certain public authorities and reveals the kinds of staff roles and controls that such a program would seem to require.

Taeuber, Karl E. and Alma F. Taeuber. *Negroes in Cities.* Chicago: Aldine Publishing Company, 1965.

This is an analysis of the extent of residential segregation in large American cities and of the way segregation has changed over time.

E185.89.T4 TREATMENT OF MINORITIES IN TEXTBOOKS

Elkin, Sol M. "Minorities in Textbooks: The Latest Chapter." *Teachers College Record*, v 66, n 6, March 1965, p 502–508.

Elkin discusses the revolution in textbooks, in both content and in publishing, for minority groups, particularly the American Negro. He focuses on the controversy in the Detroit school system, but discusses implications and recommendations that have reference to the nation as a whole. Seven major categories of objections to the treatment of the Negro in American history textbooks are treated.

Larrick, Nancy. "The All-white World of Children's Books." *Saturday Review*, v 48, September 11, 1965, p 63–65 +

A survey of more than five thousand trade books published for children between 1962 and 1964, undertaken to test the charge that the book publishing industry generally omitted any reference to Negroes from books for children. Of the 70 members of the Children's Book Council who publish trade books for children, 63 per cent completed the questionnaire sent by the author. Of the 5,206 children's books published in the three-year span, only 349 (6.7 per cent) included reference to one or more Negroes. Of the books which publishers reported as including reference to one or more Negroes, many show only one or two dark faces in a crowd. In others, the sketches leave the reader wondering. Further details of the questionnaire are cited, and many books containing reference to Negroes and having outstanding literary merit are noted and discussed.

Niemeyer, John H. "The Bank Street Readers: Support for Movement Toward an Integrated Society." *Reading Teacher*, v 18, n 7, April 1965, p 542–551.

Recognizing that urban children represent a majority of the elementary school population, and that few school books reflect realistic urban experiences, the Bank Street Readers attempt to present an authentic picture of urban life. The readers depict physical elements unique to the city: dwellings, busy streets, rooftops, etc. All types of occupations are represented and family situations are varied. The population is multiracial and multicultural. In the sense that most stories take place in an integrated setting, the readers reflect a society of the future rather than of the present. The readers also try to present a content that is psychologically meaningful to children.

Rowland, Monroe and Patricia Hill. "Race, Illustrations, and Interest in Materials for Reading and Creative Writing." *Journal of Negro Education*, v 34, n 1, winter 1965, p 84–71.

The study was directed to the questions: Is the racial content of school materials related to the interests of children? How interested are children in using reading materials that contain illustrations of individuals who are either rejected by the reader or who reject him? The Negro and white children studied were from the first grades in an area where the population is well integrated and stable. Students were voluntarily to select prepared materials for reading, one set containing illustrations of Negroes, the other illustrations of whites. Selection was interpreted as indicating interest in the group represented. Materials selected by the students indicated an ambivalence on the part of many Negro children, as contrasted with the definite position assumed by many of the white children.

Stampp, Kenneth M. et al. "The Negro in American History Textbooks." *Integrated Education*, v 2, n 5, October-November, 1964, p 9–25.

This is a report of a committee of American historians from the University of California engaged by CORE to review the treatment of Negroes in the American history textbooks most widely used in California schools. The greatest defect disclosed by the committee reports was the virtual omission of the Negro.

E185.93.M6 NEGROES—MISSISSIPPI

Belfrage, Sally. *Freedom Summer.* New York: Viking, 1965.

The author's "freedom summer" began with SNCC orientation sessions at an Ohio women's college, followed by an assignment to Greenwood, Mississippi, where she worked as a librarian and participated in demonstrations that resulted in her being jailed for five days. At the conclusion of the summer, the author went to Atlantic City to help in the fight to seat the delegation representing the Freedom Democratic Party. Her quotations from fellow workers and people of Greenwood convey a sense of having worked under the pressures of a perpetual crisis situation.

F128.68.H3 HARLEM, NEW YORK (CITY)—HISTORY

Brotz, Howard. *The Black Jews of Harlem: Negro Nationalism and the Dilemma of Negro Leadership.* London: Collier-Macmillan, 1964.

The author relates that the black Jews of Harlem do not think of themselves as Negroes, but as Ethiopian Hebrews "who have been stripped of their knowledge of their name and religion during slavery." The author examines the reasons why so few Negroes adopted Judaism, and why the sect failed to find roots in the urban centers where Father Divine and the Black Muslims attracted substantial support. Negro nationalism and the dilemma of Negro leadership are discussed at length.

Bureau of Applied Social Research. *A Harlem Almanac.* New York: Bureau of Applied Social Research, Columbia University, May 1964.

A compilation of statistical information about Harlem. Many tables were prepared for a community planning conference on the rebuilding of Harlem.

Clarke, John Henrik, ed. *Harlem, a Community in Transition.* New York: Citadel, 1964.

A compilation of articles, narratives, and poems on various aspects of the Harlem community—its history, economic structures, music, theatre, and politics, the Schomburg Collection, and such recent events as HARYOU and the Harlem Riots of 1964. Contributors include Gilbert Osofsky, Langston Hughes, Paul Zuber, Kenneth Clark, and Milton Galamison.

Klein, Woody. *Let in the Sun.* New York: Macmillan Company, 1964.

This book traces the history of a slum building at 311 East 100th Street in New York's East Harlem from 1906, when 33 families moved into their new apartments in the then middle-class residential area, to the present. The author writes about the impoverished tenants, the landlords, and those officials who tried in vain to save the building from total collapse.

F128.9.P8 PUERTO RICANS—NEW YORK (CITY)

Sexton, Patricia Cayo. *Spanish Harlem: An Anatomy of Poverty.* New York: Harper & Row, 1965.

A portrait of the background and history of East Harlem, the area running from the East River to Central Park, from 96th to 130th Street in Manhattan, and of the transition of its population. The book tries to identify the problems of a slum and suggest solutions. Other aspects discussed are protest groups, politics, community organizations, and religious groups.

F349.M16 RACE—DISCRIMINATION—MC COMB, MISSISSIPPI

Carter, Hodding. *So the Heffners Left McComb.* New York: Doubleday, 1965.

The story of a prominent white middle-class family of McComb, Mississippi, who were forced to leave their home after seeking to check the racial violence that had been rampant in the area for several years.

F548.9.N3 NEGROES—CHICAGO

Johnson, Philip A. *Call Me Neighbor, Call Me Friend.* New York: Doubleday, 1965.

The case history of the integration of a neighborhood on Chicago's South Side. It began with the purchase of a building by Negroes in the Park Manor community populated predominantly by those of Irish, German, and Scandinavian descent. A strong contributing factor aiding in the process of integration was the involvement of a Lutheran Church only a block away from the house purchased.

F574.D4 NEGROES—DETROIT

Wolf, Eleanor P. "The Baxter Area, 1960–1962: A New Trend in Neighborhood Change?" *Phylon,* v 24, n 4, winter 1965, p 344–353.

A study of the Baxter area in Detroit, a middle-class residential white neighborhood with Negro residents. The first Negro family moved into the neighborhood in 1960. Two years later Negro residents represented only 1 per cent of the population. This is contrasted with a similar Detroit neighborhood, Russell Woods, in which two years after the first Negro family moved in the Negro population reached 20 per cent. Four years later the population was 75 per cent Negro. The study focuses on two questions: (1) Are the differences between these two populations of sufficient magnitude to explain the marked contrast in residential behavior? (2) Is there evidence to suggest that Baxter's experience between 1960 and 1962 is the beginning of a trend toward the stability of biracial urban neighborhoods?

GN33 ANTHROPOLOGY—STUDY AND TEACHING

Hanvey, Robert G. "Anthropology in the Schools." *Educational Leadership,* v 22, n 5, February 1965, p 313–316.

A description of the use of experimental classroom units designed to test the contribution of anthropology to the social studies. The materials (produced by several groups) were tested in high schools in Chicago and California, and with 5th and 7th graders in Suffern, N.Y. There are experimental units on biocultural evolution, the emergence of civilization, how to study society, origins of urban life, language and cultures, studies in Africa, Middle East, and others. One aim is to prepare such material for lower elementary school grades.

GN314 ETHNOLOGY—GENERAL WORKS

Rose, Arnold Marshall and Caroline B. Rose. *Minority Problems: A Textbook of Readings in Intergroup Relations.* New York: Harper & Row, 1965.

A collection of 54 articles on intergroup relations and minority problems. Part I defines the nature of minority problems and sketches the historical origin and present status of American minority problems. Part II discusses minority problems outside the United States. Part III explains the range of specific types of discrimination against minority groups. Part IV discusses the group life of minorities and their reaction to minority status. Part V examines the causes of the problems, and the final part considers various philosophies and techniques of effecting change.

H62 SOCIAL SCIENCES—STUDY AND TEACHING

Arnsdorf, Val. "Teaching Social Studies With Map-Overlays." *California Journal of Educational Research,* v 16, n 2, 1965, p 65–74.

The use of audiovisual map overlays by 245 5th graders over a six-week period saw an improvement in test scores on map reading, graphs, and tables, and on reference materials. The value of the use of this instructional aid is discussed.

Gibson, John S. *New Frontiers in the Social Studies.* Medford, Massachusetts: The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1965.

This monograph examines some of the goals of social studies for students—with particular emphasis on the concepts and materials in this area—and suggests ways for achieving these goals.

Social Ferment and the Social Sciences. *Educational Leadership,* v 22, n 5, February, 1965.

This is a special issue with nine articles on the title subject. Some articles are: "The Supreme Task of the Social Studies," by Earl S. Johnson; "Social Concepts for Early Childhood Education," by V. Phillips Weaver; "Sociology in the Curriculum," by Marvin R. Koller; "Anthropology in the Schools," by Robert G. Hanvey; and "Emerging Trends in the Social Studies," by James M. Becker.

HB915 MIGRATION—INTERNAL—UNITED STATES

Suval, Elizabeth M. and Horace C. Hamilton. "Some Evidence on Educational Selectivity in Migration to and From the South." *Social Forces,* v 43, n 4, 1965, p 536–547.

Research shows that gross migration to and from the South is correlated with education and that there is little difference between the educational levels of in- and out-migrants. However, migration from the South is greatest among young Negroes and males, while the movement of Negroes back to the South is much less than that of white people. According to the article, the regional differences in migration that relate to education reflect differences in industrialization and urbanization.

Taeuber, Karl E. and Alma F. Taeuber. "White Migration and Socioeconomic Differences Between Cities and Suburbs." *American Sociological Review,* v 29, n 5, October 1964, p 718–729.

An inquiry into the white migration patterns between 12 large metropolitan areas and surrounding suburbs. The study indicates that recent rises in socioeconomic level have been the greatest for suburbs, and that the population of cities is becoming more homogeneous, comprised increasingly of lower socioeconomic levels.

HC106.5 ECONOMIC ASSISTANCE—DOMESTIC—UNITED STATES

Levitan, Sar A. *Programs in Aid of the Poor.* Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 1965.

This bulletin reviews and appraises existing programs to aid the poor and explores approaches for the alleviation of poverty during this decade.

HC108.C4 POOR—CHICAGO

Gordon, Margaret S., ed. *Poverty in America.* Proceedings of a national conference at the University of California, Berkeley, February 1965. Institute of Industrial Relations, San Francisco: Chandler Publishing Co., 1965.

This book deals primarily with evaluations of current poverty programs and discussions of alternative programs. The economic aspects of the problem are discussed. Contributors include M. Harrington, D. Moynihan, G. Myrdal, H. T. Miller, R. J. Lampman, and F. Harbison.

Heise, Kenan. *They Speak for Themselves: Interviews With the Destitute in Chicago.* Chicago: Young Christian Workers, 1965.

A verbatim compilation of the comments of 37 people in Chicago who are either destitute or extremely poor.

HC110.P6 POOR—UNITED STATES

Alinsky, Saul D. "The War on Poverty: Political Pornography." *Journal of Social Issues,* v 21, n 1, January 1965, p 41–47.

An indictment of the war on poverty with suggested guidelines for overcoming what the author sees as inherent problems. The author contends that the central issue remains one of power. The poor must offer enough of a threat to the status quo to be allowed to help in planning programs that seek to aid them.

Ferman, Louis A., Joyce L. Kornbluh, and Alan Haber, eds. *Poverty in America: A Book of Readings.* Ann Arbor: University of Michigan Press, 1965.

This book begins with a definition of poverty and a profile of the social distribution of poverty, by the editors. It moves on to consider the relation of poverty and the political economy, the conditions that sustain poverty, and the values and life styles of the poor. Included are descriptions and evaluations of current poverty programs.

Greenleigh Associates, Inc. *Home Interview Study of Low-income Households in Detroit, Michigan.* New York: Greenleigh Associates, Inc. 355 Lexington Avenue, New York, 1965.

This survey of 2,081 randomly selected households sought to collect data regarding the social and economic characteristics of families living under conditions of poverty, as well as information about their problems and service needs. The study was conducted for the Detroit Renewal Program and the Total Action Against Poverty Program, and includes an analysis of the extent to which existing services have an impact on the problems of poverty. Negro households constituted 67.8 per cent of the sample.

A Guide to Resources for Antipoverty Programs: A Selected Bibliography. New York: Richard J. Bernhard Memorial Library, Federation Employment Service, 215 Park Ave. South, New York, 1965.

A selected list of articles and books with major emphasis on economic, training, and vocational adjustment aspects of poverty. All of the material was prepared between 1960 and 1965.

Harrington, Michael. "The Politics of Poverty." *Dissent,* autumn 1965.

An analysis of the economic and philosophic basis for coping with the problem of the "new poverty," which the author sees as a consequence of automation.

Kravitz, Sanford L. "Community Action Programs: Past, Present, Future." *American Child,* v 47, n 4, November 1965, p 1–6.

A review of the concepts behind the antipoverty program and the guidelines of the Community Action Program of the Office of Economic Opportunity.

Lampman, Robert J. "Income Distribution and Poverty." Paper delivered at the Conference on Poverty in America, University of California, Berkeley, February 27, 1965.

An analysis of how income is distributed in all sectors of the American economy. The difference between income inequality and poverty is assessed.

Pearl, Arthur and Frank Riessman. *New Careers for the Poor.* New York: The Free Press, 1965.

The authors describe a plan for coping with poverty which involves hiring the poor to serve the poor by creating meaningful jobs in such areas as social work, teaching, recreation, and health service. Three major objectives are: (1) creation of new jobs for the poor and opportunity of advancement, (2) improved service for the poor by receiving service from the poor, and (3) a reorganization of the professional's role to free him to work more creatively in consultation, supervision, and teaching.

Poverty Dynamics and Interventions. *The Journal of Social Issues,* v 21, n 1, January 1965.

A special issue on the dynamics of poverty and methods of intervention. The articles include: "Social Issues and Poverty Research," by Berton H. Kaplan; "Organization for Innovation," by Harold Howe, II; "Poverty, Social Disintegration and Personality," by Morton Beiser; and "Structural Problems of the One-Parent Family," by Paul Glasser and Elizabeth Navane.

Riessman, Frank. "Anti-poverty Programs and the Role of the Poor." Paper delivered at the conference on poverty in America, University of California, Berkeley, California. February 27, 1965, mimeo.

The author discusses ways in which the poor can participate in poverty programs: (1) by employment as nonprofessionals, (2) by employment to study the poor, (3) by involvement in stimulating community and social action, and (4) by participation in community action boards.

Washington, Benetta B. "Women in Poverty." *American Child,* v 47, n 3, May 1965, p 5–7.

This article discusses the special problems confronting poor women, as background for the current establishment of women's training corps, a branch of the Jobs Corps Program.

Weingarten, Violet. *Life at the Bottom.* Citizen's Committee for Children of New York, 112 East 19th St., New York, 1965.

This pamphlet details the manner in which the welfare department deals with families with children. Two mothers tell their stories—one the mother of three children, the other of nine children.

Weisbrod, Burton A., ed. *The Economics of Poverty: An American Paradox.* Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

A collection of 18 articles representing individual points of view about who constitutes the lower class and what can be done to help them. Contributors include Michael Harrington, John K. Galbraith, Robert Lampman, and Gunnar Myrdal.

Will, Robert Erwin and Harold G. Vatter. *Poverty in Affluence: The Social, Political and Economic Dimensions of Poverty in the United States.* New York: Harcourt, Brace and World, 1965.

This book is a collection of writings on the causes, forms, and results of poverty, and the proposals that have been made for its abolition. There are eight sections: (1) the problem of poverty today, (2) trends in income, wealth, and poverty, (3) ideologies of poverty, (4) poverty as a subculture, (5) spatial distribution of poverty, (6) poverty among specific groups, (7) other cultural dimensions of poverty, and (8) policy.

Winthrop, Henry. "Problems and Prospects of the Intellectually Underprivileged." *Journal of Human Behavior*, v 13, n 4, 1965, p 505–523.

A description of the economic and occupational dilemmas of the intellectually underprivileged in a modern society. The extent to which poverty is associated with the "culturally deprived" is explored, and suggestions for major improvements in human relations are outlined.

HD4903 DISCRIMINATION—EMPLOYMENT

Hill, Herbert. "Racial Inequality in Employment: The Patterns of Discrimination." *Annals of the American Academy of Political and Social Science*, v 357, January 1965, p 30–47.

Negro unemployment is examined from the point of view of state employment services, discrimination in federally supported apprenticeship programs in vocational training, and racial practices of organized labor.

HD4903.5.U5 DISCRIMINATION—EMPLOYMENT—UNITED STATES

Hiestand, D. L. *Economic Growth and Employment Opportunities for Minorities.* New York and London: Columbia University Press, 1964.

This book describes the employment pattern of Negroes and the gradual gains in occupations of greater skill over the years. The author argues that the economy has had to be wrenched out of its customary ways to make this degree of upgrading possible and that the Negro will remain a second-class citizen in the labor market unless more comprehensive and concerted action is taken. As examples of such action, he suggests a national program of equal opportunity employment and massive programs to upgrade Negro basic education and work skills.

HD5724 LABOR SUPPLY—UNITED STATES

Gordon, Jesse E. "Project CAUSE, the Federal Anti-Poverty Program, and Some Implications of Subprofessional Training." *American Psychologist*, v 20, n 5, 1965, p 334–343.

A description of project CAUSE, an antipoverty program designed to give unemployed youths subprofessional training to prepare them for the labor market.

Instructional Materials for Anti-poverty and Manpower-Training Programs. New York: McGraw-Hill, 1965.

A bibliography of over four hundred McGraw-Hill books, programmed materials, and audiovisual materials dealing with basic education, prevocational education, and occupational training for students ranging from functional illiterates to those training to be technicians.

HD7304.B4 HOUSING—BERKELEY, CALIFORNIA

Casstevens, Thomas W. *Politics, Housing and Race Relations: The Defeat of Berkeley's Fair Housing Ordinance.* Berkeley: Institute of Governmental Studies, University of California, November 1965.

This study examines the defeat of the fair housing ordinance in Berkeley, California, which prohibited "discrimination because of race, color, religion, national origin or ancestry in the sale, rental, lease or other transfer of housing accommodations." The author suggests that the defeat of the ordinance may have reflected the "civil rights revolt" and is perhaps evidence of the so-called "white backlash." After the study examines the development and culmination of the controversy, it outlines the broader national implications.

HD7395.D6 DISCRIMINATION—HOUSING

Davis, F. James. "The Effects of a Freeway Displacement on Racial Housing Segregation in a Northern City." *Phylon*, v 26, n 3, fall 1965, p 206–215.

This is a study of the action taken by displaced families in St. Paul, Minnesota, when a clearance was made for freeway construction through the most nonwhite part of the city. The experiences of those seeking new homes and the pattern of relocation are described by the author. Since both whites and nonwhites were displaced, the author was able to test for racial differences in the effects of displacement and relocation.

Deakin, Nicholas. "Residential Segregation in Britain: A Comparative Note." *Race*, v 6, n 1, July 1964, p 18–26.

This article points out that although the present patterns of residential segregation in Britain do not resemble those in the U.S., the two may take a more similar form in the future. The seeming inability of white householders to believe that multiracial areas are stable and the idea that property values will be lowered by Negro entry are cited as notable points of similarity.

Pascal, Anthony H. *The Economics of Housing Segregation.* Santa Monica, California: Rand Corp., 1965.

The observed housing segregation of nonwhites in U.S. cities is separated into two categories: that attributed to socioeconomic differences between races, and that attributed to prejudice. The collection of data for testing was limited to Chicago and Detroit. A major portion of the book is an appendix presenting statistical data such as residence patterns of nonwhites in selected U.S. cities; income and occupation distribution by color, education, sex and age of household head.

Tilly, Charles, Wagner D. Jackson, and Barry Kay. *Race and Residence in Wilmington, Delaware.* New York: Teachers College, Columbia University, 1965.

This is a case study of the process by which nonwhite families are segregated in inferior housing. The authors use census data in Wilmington, Delaware, and correlate an analysis of the spatial distribution of whites and Negroes in urban and suburban Wilmington with an analysis of all the factors that affect this housing market.

HD8072 INDUSTRIAL RELATIONS—UNITED STATES

Shostak, Arthur B. and Wm. Gomberg, eds. *Blue-collar World.* Englewood Cliffs, New Jersey: Prentice-Hall, 1964.

The 61 essays presented here depict the life of the American worker. They focus on such questions as: Is the working class different from other groups? What is its special style of life, if any? What value does it attach to parenthood? How does the young worker experience adolescence and see himself as a citizen and community member? Does he share the middle-class preoccupation with mental health? What effect does unemployment instill, if any? What does a worker expect from retirement?

HF5381 VOCATIONAL GUIDANCE—INFORMATION SERVICE

Caro, Francis G. and Terence C. Philblad. "Aspirations and Expectations: A Re-examination of the Bases for Social Class Differences in the Occupational Orientations of Male High School Students." *Sociology and Social Research,* v 49, n 4, 1965, p 465–475.

Data were collected from high school male students to determine social class attitudes toward job goals. Student evaluations of the occupational structure and accessibility of the desired occupations were analyzed by the authors. The data provided firm evidence that the modest occupational orientation of students of low socioeconomic origin partially accounts for their perception of limited access to high-prestige adult occupations.

Clark, Edward T. "Culturally Disadvantaged Boys' and Girls' Aspirations to and Knowledge of White-collar and Professional Occupations." *Urban Education,* v 1, n 3, 1965, p 164–174.

Interviews were held with 304 boys and girls from grades three through six in a New York City public school to determine the students' aspirations toward and knowledge of white-collar and professional occupations. Aspirations toward such occupations were expressed by 30 per cent of the boys and 85 per cent of the girls.

Clark, Edward T. "Status Level of Occupations Chosen and Rejected by Middle and Lower Class Boys and Girls." *Psychological Reports,* v 17, n 1, 1965, p 301–302.

The occupational choices and rejections of middle- and lower-class boys and girls were examined. The choices of middle-class boys and girls and lower-class boys were higher in status than the occupations they rejected. However, this was not true with lower-class girls.

HM101 CULTURAL LAG

Carmack, William R. "Communication and Community Readiness for Social Change." *American Journal of Orthopsychiatry,* v 35, n 3, 1965, p 539–543.

This case study of the preparation of Dallas, Texas, to accept school desegregation outlines the plan that was employed and focuses on the role of communication, both interpersonal and public, in the process of social change.

Segalman, Ralph. *Cultural Isolation: Cultural Lag and Social Case Work.* El Paso, Texas: Western College of the University of Texas, November 1965, mimeo.

A discussion of the cultural lag between social workers and the poor. Recommendations are made for the redirection of social work to meet current social change.

HM107 ANTHROPOLOGICAL SOCIOLOGY

Shibutani, Tamotsu and Kian M. Kwan. *Ethnic Stratification.* New York and London: Macmillan Co., 1965.

The authors utilize both social stratification and the theory of symbolic interaction to take a fresh look at race relations throughout the world. The "color line" is viewed as a special form of stratification. The first section discusses "identity and status." The remaining four sections consider the major processes of interethnic contact and change.

HM131 COMMUNITY LIFE & ORGANIZATION

Aiken, James Burrell. "A Model for the Assessment of a Community Situation." *Dissertation Abstracts,* v 25, n 2, 1964, p 954.

The model described here provides a constructive rather than a classificatory method for assessing the dynamics of a community. It focuses on the dynamic aspects of the situation, employs a psychological rather than physical approach, and attempts to start with the situation as a whole.

Brooks, Michael P. "The Community Action Program as a Setting for Applied Research." *The Journal of Social Issues,* v 21, n 1, January 1965, p 29–40.

The author argues that community action programs can offer opportunities to those doing research on the community as well as to the people they serve. Four functions vital in research work regarding community action programs are discussed: (1) provision of ideas for experimentation, (2) collection and analyses of data necessary for program planning, (3) assistance in the planning process by encouraging the greatest possible degree of rationality, and (4) design and implementation of evaluative studies. Five factors that might hinder or frustrate effective evaluation of community action programs are also described.

Gordon, Larry and Vernon Grizzard. "Notes on Developing Organization in the Ghetto: Chester, Pa." Students for a Democratic Society, Economic Research and Action Project, 1100 East Washington St., Ann Arbor, Michigan, 1965, mimeo.

A description of how the Economic Research and Action project of the Students for a Democratic Society organized the Negro ghetto in Chester, Pennsylvania. The strategy and the role of a national organization are detailed.

Hayden, Tom and Carl Wittman. "Summer Report: Newark Community Union." Students for a Democratic Society, Economic Research and Action Project, 1100 East Washington St., Ann Arbor, Michigan, 1964, mimeo.

A description of the first 15 weeks of the Community Organization Project in Newark, New Jersey of the Students for a Democratic Society. The article examines questions such as: (1) What is the role of the project in the ghetto? (2) How does the power structure relate to and react to the program? (3) How do community residents relate to Students for a Democratic Society?

Janes, Robert W. and Samuel W. Byuarm. "The Effect of a Voluntary Community Improvement Program on Local Race Relations." *Phylon,* v 26, n 1, spring 1965, p 25–33.

The study focuses on the question, "What effect does a community improvement program, undertaken voluntarily by a traditionally segregated community have on the local pattern of race relations?" The action program under analysis was initiated by a university-community development agency, in a small Northern town with a population of 3,400, of which 40 per cent are Negro. Most of the public facilities (schools, restaurants, and a theatre) were segregated. During five years, the program made no change in the pattern of race relations, except to continue to stir up the ill feelings Negroes had toward the local white majority. Negroes were indifferent to or disapproved of the program, while white residents, in general, had a more positive attitude toward it. The article discusses the conditions of community life that produced these consequences.

Jensen, Gale. *Community Reorganization: A Necessity for Economic Development and Survival.* Program on Community Reorganization for Economic Development. Ann Arbor, Michigan: University of Michigan, 1964.

The author describes a program of community reorganization that is committed to the study, training, and dissemination of knowledge about the problems of the sociopsychological and educational aspects of community reorganization as it relates to economic development and survival.

Mico, Paul R. "Community Self-Study: Is There Method to the Madness?" *Adult Leadership,* v 13, n 9, 1965, p 288–292.

Elements of community self-study are defined, and studies reported in the literature are noted. A model of a community self-study, with an analysis of its content and procedural and process dimensions, is presented.

National Urban League. *Guidelines for Community Action.* National Urban League, 14 East 48th St., New York, N.Y. 10017, 1965.

This report of the results of a conference and discussion at the Community Action Assembly, December 1964, describes the need for community resources, indicates available resources, and offers suggestions for effective community action.

Perlis, Linda. *Government Progam for Community Development.* New York: Architects Renewal Committee for Harlem, 1965, 65 p.

This is a guide to government assistance programs for housing, neighborhood facilities, and job hunting in Harlem. It outlines the purpose of such programs, who can use them, the benefits, and where to get further information. Programs are listed under such headings as "New Housing," "Rehabilitation," "Neighborhood and Community Facilities."

"Poverty Fighters Must Choose Among Types of Poor: Where to Focus Help." *Journal of Housing,* v 22, n 7, July 1965, p 267–370.

This article discusses what a city-block community project learned in working among people of differing degrees of financial need. It argues that a project cannot try to include all people in need of help, and that certain groups must be selected so that efforts and resources can be efficiently directed. It describes the people who make up the group that has proved to be inaccessible to a community organization drive, as well as those interested in participating.

Vidich, Arthur J., Joseph Bensman, and Maurice Stein, eds. *Reflections on Community Studies.* New York: John Wiley & Sons, 1964.

The authors examine some sociological field studies of communities, the effects such studies had on the sociologists who did them, and the responses of the communities studied. It considers such problems as the investigator's awareness, in the course of study, of unanticipated issues, the response of the community to the research and publication of data, the ethical problems the researcher may have caused, and the relationship between the community study and the other research work of the investigator.

Young, Ruth C. and Olaf F. Larson. "A New Approach to Community Structure." *American Sociological Review,* v 30, n 6, 1965, p 926–934.

Previous studies of community structure described here have employed the following categories for their analysis: status categorization, income, level of living, descriptive clustering, friendship choices, position on social issues, or affiliation with particular organizations, and social ecology. The approach used in this study describes a community in terms of natural groupings that summarize the multiple relationships among its members. The matrix methods use are based on memberships in voluntary associations; the groups formed by the overlap among memberships are used to classify individuals. This approach also facilitates the analysis of individual attributes, interaction among the groups, the style of life, and general outlook which each group represents.

HM133 SMALL GROUPS

Ziller, Robert C. and Richard D. Behringer. "Motivational and Perceptual Effects in Orientation Towards a Newcomer." *Journal of Social Psychology,* v 66, June 1965, p 79–90.

This is a report of two laboratory experiments that analyzed how the members of a group responded to an imminent newcomer under varying characteristics of the host-group members and of the new member. Recall of biographical information concerning the newcomer served as the dependent variable. One experiment concerned the relationship of members of both high and low achievement motivation groups to Negro and white newcomers. The groups recalled more information about the white than about the Negro newcomer. The authors felt that race was overgeneralized, thereby making further information seem unnecessary.

HM136 ALIENATION (SOCIAL PSYCHOLOGY)

Epstein, Ralph and S. S. Komorita. "Parental Discipline, Stimulus Characteristics of Outgroups, and Social Distance in Children." *Journal of Personality & Social Psychology,* v 2, n 3, 1965, p 416–420.

The effects of three independent variables (perceived parental punitiveness, racial, and socioeconomic characteristics) of the outgroup on social distance were investigated, based on the assumption that both parental discipline and situational variables are related to the development of prejudicial attitudes in children. Slides of fictitious groups were presented and, depending on the appropriate condition, the group was depicted as white or Oriental and middle or working class.

Jackson, Philip W. "The Successful Student." *Teachers College Record,* v 66, n 7, April 1965, p 635–644.

The author is concerned with the problem of alienation and the sense of helplessness that make many children feel incapable of success in school or in later life. He presents some guidelines from recent research to help educators cope with this factor in motivation.

HM141 COMMUNITY LEADERSHIP

Hines, Ralph and James E. Pierce. "Negro Leadership After the Social Crisis: An Analysis of Leadership Changes in Montgomery, Alabama." *Phylon,* v 26, n 2, second quarter 1965, p 162–172.

The authors analyze the preprotest community conditions, the actual protest and the postprotest leadership in the community of Montgomery, Alabama, and the manner in which the leadership structure of the community changed after the protest period to one of accommodation. They explain this reaction.

Johnstone, Ronald LaVern. "Militant and Conservative Community Leadership Among Negro Clergymen." *Dissertation Abstracts,* v 24, n 3, 1964, p 2099.

This study focuses on one segment of the traditional Negro leadership structure—the Negro clergy—in order to (1) analyze their various attitudes and behavior during the current civil rights movement; and

(2) evaluate their impact on the political life of a modern urban community. Data were collected from a random sample of 59 Negro clergymen in Detroit, from ten Negro clergymen designated as leaders by the sampled ministers, from a panel of 20 outside "experts," and from members of the Detroit Board of Education and the Detroit Common Council. The data suggest that Negro clergy have not assumed the character of a pressure group, but there are signs that they are increasingly tending to exert community and political influence.

Killian, Lewis M. "Community Structure and the Role of the Negro Leader-Agent." *Sociological Inquiry*, v 35, n 1, April 1965, p 69–79.

The author asserts that the Negro is often handicapped by speaking as a "non-expert" to white experts in such areas as employment and housing. He argues that a major handicap for the inexperienced Negro community leader is that he is not yet a part of decision making in the community and has difficulty in establishing the legitimacy of his role as a spokesman for the Negro segment of his community. It will be necessary for white leaders to accept the Negro as a legitimate leader in order to permit him to gain competence in this role.

Lowry, Ritchie P. "Who's Running This Town?" *Community Leadership and Social Change*. New York: Harper & Row, 1965.

This is a study of a small community in the Western United States. The author describes the contemporary setting—its social, economic, and political nature—and its development from early history to the more recent years of rapid change. He analyzes the culture, ideology, and myths of the community as they relate to change. He details the typical characteristics of emerging leaders in the small community experiencing change.

McClusky, Howard Y. "Study of Community Leader's Perceptions." *Adult Education*, v 15, n 4, summer 1965, p 246–52.

This is a report of a study designed to relate attitudes of the community leader to the importance of his role. Questions such as the following were asked: What does the volunteer leader think of his community? Does he believe the community has any serious problems requiring attention? What are the chances for the solutions of these problems?

Marsh, C. P. "Structure of Community Power and Community Decision Making." *Adult Leadership*, v 13, September 1964, p 71–72.

This paper examines two widely differing views of community power structure and decision making. According to the pyramidal structure view, decisions are made by a small elite group. According to the other view, power is diffused among competing groups.

Patrick, T. L. "Community Leadership and Education in a Crisis." *School and Society*, v 93, n 2265, October 30, 1965, p 403–404.

The author describes the occupations of community leaders who took a stand in a crisis on issues of education, law, and order in New Orleans. He describes a group which advertised a request that all citizens obey the law and support city officials and local school boards on school integration. Three hundred and ninety-six persons signed the advertisement. These men represented the professions and the higher echelons of executive positions in business and labor. Although there were bank and corporation presidents, investors, men in transportation, real estate, and communications, wholesalers and retailers, there were neither religious leaders nor teachers (except for four college administrators).

Presthus, Robert. *Men at the Top: A Study in Community Power*. New York: Oxford University Press, 1964.

This study of two small communities in upper New York State seeks to test: (1) the pluralist hypothesis of the structure of community power, and (2) the comparative validity of the decisional and the reputational methods of determining the holders of community power.

Tsanoff, Corrinne S. "Working Together for Neighborhood Improvement." *Children*, v 11, n 5, September-October 1964, p 179–182.

The author describes the manner in which the residents of the Clayton Housing Project in Houston, Texas, were stimulated to work together for neighborhood improvement. The Neighborhood Centers Association of Houston and Harris Counties initiated an experimental program in the Clayton community with two major objectives: (1) to see whether an entire neighborhood, guided by a trained staff, could become involved in a self-improvement program and whether it could develop its own leadership; and (2) to inform the neighborhood residents of special services provided by the city, and to persuade them to use these services, not only in crisis, but as part of a coordinated and continuing program.

HM211 OCCUPATIONS—SOCIOLOGICAL ASPECTS

Gibbs, Jack P. "Occupational Differentiation of Negroes and Whites in the United States." *Social Forces*, v 44, n 2, 1965, p 159–165.

The author contends that sociological analysis of race relations suffers from an inexact knowledge of the prevalence of racial prejudice and discrimination. The paper evaluates some commonly held beliefs concerning the differences in occupations held by Negroes and whites. The measures of these differences vary considerably from state to state.

Sewell, William S. and A. M. Orenstein. "Community of Residence and Occupational Choice." *American Journal of Sociology*, v 70, n 5, 1965, p 551–563.

An examination of the hypothesis that there are differences in the occupational choices of students raised in urban and in rural communities. Nearly ten thousand Wisconsin high school seniors were questioned. Findings indicate that the preference for high-status occupations increases as the size of the residential community increases. The relationship does not hold for girls, but it does for boys. Differences are greatest between boys of low intelligence and boys from high-status families.

HM251 SOCIAL PSYCHOLOGY

Clark, Kenneth B. "Problems of Social Power and Social Change: A Relevant Social Psychology." *Journal of Social Issues*, v 21, n 3, 1965, p 4–20.

The author notes that most social psychologists have not studied the various forms and definitions of social power. He suggests that a theory of power could serve as a unifying principle for social science as a whole, as well as for social psychology.

HM261 PUBLIC OPINION—POLLS

National Education Association. *What Teachers Think: A Summary of Teacher Opinion Poll Findings, 1960–1965*. Washington, D.C.: National Education Association, 1965.

This report summarizes surveyed teacher opinions about educational problems. All of the polls that have appeared in the NEA *Journal* from May 1960 through May 1965 are summarized. The 22 headings under which the findings are grouped include: ability grouping, commercial television, controversial topics in the classroom, de facto segregation, discipline, dropouts, foreign language in elementary school, merit pay, physical education and athletics, reporting IQ and achievement scores, promotion policy, and teachers and politics.

Radin, Norma and Paul H. Glasser. "The Use of Parental Attitudes Questionnaire With Culturally Disadvantaged Families." *Journal of Marriage and the Family*, v 27, n 3, August 1965, p 373–382.

This article discusses some of the difficulties of administering and interpreting parental attitude questionnaires given to poor families. It is based on experience with the parental attitude research instrument (PARI). Some literature in this area is reviewed. Problems of language complexity and differences in class and race between interviewers and respondents are examined.

HM271 AUTHORITY—SOCIAL PSYCHOLOGY

D'Antonio, William V. and William H. Form. *Influentials in Two Border Cities: A Study in Decision Making.* Notre Dame, Indiana: University of Notre Dame Press, 1965.

This article examines decision making and leadership in two border cities, El Paso, Texas, and C. Juarez, Chihuahua, Mexico. The focus is on the use of power in decision making within and between these border cities as seen through the eyes of the community leaders.

Danzger, Herbert M. "Community Power Structure: Problems and Continuities." *American Sociological Review,* v 29, n 5, October 1964, p 707–717.

The author reexamines some major concepts and evaluations of research on community powers; he discusses theoretical and methodological difficulties confronting researchers in this area.

Lipsitz, Lewis. "Working-Class Authoritarianism: A Re-evaluation." *American Sociological Review,* v 30, n 1, February 1965, p 103–109.

Some recent research has indicated that there is a connection between "authoritarianism" and membership in the middle class. However, Lipsitz argues that the working class, not the middle class, is the least tolerant stratum in modern societies. The present study supports his argument. The research focuses on two points: (1) A reanalysis of survey data indicates that education is the major factor contributing to the relatively greater authoritarianism of the working class. With the factor of education controlled, the working class may be no more authoritarian than the middle class. (2) Different indices of authoritarianism may measure quite different dimensions of people's attitudes.

HM291 SOCIAL DEVIANCE

Simmons, J. L. "Public Stereotypes of Deviants." *Social Problems,* v 13, n 2, fall 1965, p 223–232.

The author reports four pilot studies that provide preliminary empirical data on public attitudes toward deviant behavior and on the social process of "labelling" deviants. The following questions were asked: (1) How much agreement is there about what is deviant behavior? (2) Does the public hold stereotyped images of deviants? (3) If so, what are some of the consequences?

HN15 COMMUNITY DEVELOPMENT

Adirondack Workshop. "Can Communities Still Plan?" *Proceedings,* New York: National Social Welfare Assembly, v 15, 1964.

The first paper, by Sidney Dellick, outlines some problems of community planning and asks, "Who should participate in community planning?" The second paper, by Harold Edelston, stresses the local community point of view. The third, by Elizabeth Wickenden, gives the federal-national point of view. Highlights from discussion groups are also included.

Batten, Thomas Reginald and Madge Batten. *The Human Factor in Community Work.* London: Oxford University Press, 1965.

"Community work" is described here as any organized attempt to encourage, educate, influence, or help people to become actively involved in meeting some of their own needs. The authors present 37 cases, drawn from a number of foreign countries, detailing some problems that organizations and agencies have encountered in community work. The cases are presented under eight major headings, and each case is followed by a commentary that analyzes the problem and discusses its implications.

Biddle, William Wishart. *The Community Development Process: The Rediscovery of Local Initiative.* New York: Holt, Rinehart and Winston, 1965.

The book presents in case-study form the community development process in a mining county in rural Appalachia and in a deteriorating neighborhood in a Northern city. The process of development is described in terms of small group activity.

King, Clarence. *Working With People in Community Action.* New York: Association Press, 1965.

This case book of community organization and development in regions throughout the world contains 62 examples and actual problems presented to help community workers.

Matthews, Jos. L. and L. B. Holland. "Procedures and Methods for Community and Resource Development." *Review of Educational Research,* v 35, n 3, June 19, 1965, p 224–230.

This short review of the literature contains a 41-item bibliography on community and neighborhood development.

HN18 SOCIAL ACTION

Alinsky, Saul. "The Professional Radical: Conversations with Saul Alinsky–Part I." *Harper's,* v 230, n 1381, June 1965, p 37–50.

In these excerpts from taped conversations, Saul Alinsky talks of his ideas, his methods, his philosophy, and himself. He describes his home, his professional apprenticeship, and many of his "unorthodox" ways of attacking the troubles of Chicago and other American communities.

Alinsky, Saul. "A Professional Radical Moves in on Rochester. Conversations with Saul Alinsky–Part II." *Harper's,* v 231, n 1382, July 1965.

In Part II of this article (Part I is noted above), the author turns his attention to the current and future problems of troubled American communities and discusses his work in Rochester.

Riessman, Frank. *A Comparison of Two Social Action Approaches: Saul Alinsky and the New Student Left.* New York: Albert Einstein College of Medicine, September 1965, mimeo.

The author compares two major approaches to social action developing outside the governmental system. He contends that the major difference between Alinsky's approach and that of the New Left is that the latter has a more powerful, moral, principled, and noncompromising orientation, whereas the former is more pragmatic, ruthless, and tactics-oriented. Another difference relates to Alinsky's stress on power and organization in contrast to the New Left's repudiation of power and its emphasis on reciprocal action.

HN29 SOCIAL SURVEYS

Egleson, Nick. "The Survey and Community Organization." Students for a Democratic Society, Economic Research and Action Project, 1100 East Washington Street, Ann Arbor, Michigan, 1965, mimeo.

The author demonstrates the manner in which a survey can contribute to the process of organizing a community. Within the community, it can provide information and offer a line of communication with people, while, for the canvassers, it makes possible an understanding of the conditions of the community.

HN57 ASSIMILATION—SOCIOLOGY

Davis, Allison, Burleigh B. Gardner, and Mary R. Gardner. *Deep South: Social Anthropological Study of Caste and Class.* Chicago: University of Chicago Press, 1965.

This book describes the life of Negroes and whites in a community of 10,000 in the Deep South, of which more than half the population are Negroes. A Negro and a white couple lived in the community for two years, and the results of their research on the culture of the community and the social life of its people are presented here. Caste and class attitudes are examined in detail in order to demonstrate how these attitudes are assimilated into the daily lives of the people. The authors carefully relate the economic system to the class and caste systems.

Gordon, Milton M. *Assimilation in American Life: The Role of Race, Religion, and National Origins.* New York: Oxford University Press, 1964.

Gordon contends that the primary and voluntary interaction of individuals within ethnic subgroups is significant enough to deter cultural assimilation. He reviews earlier theories of cultural assimilation, discusses the distinction between cultural and structural assimilation, and analyzes the use of the concept "structural pluralism."

HN80.N5H3 HARLEM, NEW YORK (CITY)—SOCIAL CONDITIONS

Gordon, Joan. *The Poor of Harlem: Social Functioning in the Underclass.* New York: Interdepartmental Neighborhood Service Center, 145 W. 125th St., July 1965.

This pilot project—undertaken by a public agency that was experimenting with a way of working with and providing services for multiproblem, economically dependent, families in Harlem—was designed with three major field research goals in mind: (1) to find out how the women in these families managed to meet the major problems of daily living (earning a living, spending money, homemaking, and the education of children); (2) to discover how women in these families related to their neighbors and their relatives and, in turn, how their integration into a neighborhood and kinship system was related to their formal occupation and duties; and (3) to find the reasons for adequate and inadequate functioning in daily living by examining the women's backgrounds and current relationships with neighbors and relatives. Mothers and some children in 43 families were interviewed, observed, and their case records studied. The respondents were all Negroes who lived in an urban setting.

Wakin, Edward. *At the Edge of Harlem.* New York: Morrow, 1965.

This is a description of a middle-class Negro American family (with six children) who live in Harlem. The author describes the family as feeling "poised at the edge of Harlem" and as being ready to "attempt" racial and psychological integration. Illustrated.

HQ35 SEX—ADOLESCENCE

Broderick, Carlfred B. "Social Heterosexual Development Among Urban Negroes and Whites." *Journal of Marriage and the Family,* v 27, n 2, 1965, p 200–203.

This is an examination of the development of social heterosexuality, during pre- and early adolescence, among Negroes and whites in urban areas. Data were collected by questionnaire, and an index was derived from intersocial comparisons by sex and age. Findings indicate that patterns of social heterosexual development in Negro subcultures differ significantly from those of other cultures.

HQ586 FAMILY LIFE IN PUERTO RICO

Lewis, Oscar. "Mother and Son in a Puerto Rican Slum." *Harper's,* v 231, n 1387, December 1965, p 71–76.

The author has done a two-year study of 100 Puerto Rican families, in four slums of Greater San Juan, and of their relatives in New York. Presented here are excerpts from tape-recorded conversations with a Puerto Rican mother, Felicita, and her seven-year-old son. Twenty-three-year-old Felicita's income is $1,700 (well above the average income); she talks about her family and about life in Puerto Rico. The "Portrait of Gabriel," the second part of this story appears in *Harper's,* January 1966. These are both excerpts from Oscar Lewis' book *La Vida,* published in 1966.

HQ728 FAMILY

Harris, E. E. "Family and Student Identities: An Exploratory Study in Self- And We-Group Attitudes." *Journal of Negro Education,* v 34, n 1, winter 1965, p 17–22.

This is a study done with white and Negro students from two Midwestern liberal arts colleges, one of which was predominantly Negro, to determine the influence of race and sex on family "self- and we-group attitudes." Family "self-identity" appeared more often among Negro females and whites. Family "we-group" identities were found among a relatively small proportion of respondents. Most respondents indicated a student self-identity.

Hill, Adelaide Cromwell and Frederick S. Jaffee. "Negro Fertility and Family Size Preferences," in Kenneth Clark and Talcott Parsons, eds., *The Negro American.* Boston: Houghton Mifflin Co., 1966.

This paper summarizes research findings on the size of family preferred by poor Negroes. It assesses the fertility and family planning practices of these families in conjunction with the medical services available to them. Implications for positive service programs for the disadvantaged Negro family are outlined.

Liddle, Gordon P. and Robert E. Rockwell. "The Role of Parents and Family Life." *Journal of Negro Education,* v 34, n 1, winter 1965, p 56–62.

This paper centers on the question, "To what extent is it reasonable to expect help from the parents of disadvantaged children?" In the past, the authors say, little has been expected from the disadvantaged child and even less from his parents. They disagree with this practice and suggest that many parents of the disadvantaged could play a constructive role in the education of their children if the school would modify its method of working with the parents. Some suggested modifications are examined.

Rutland, Eva. *The Trouble With Being a Mother.* New York: Abingdon Press, 1964.

A Negro mother describes the anxieties and joys of bringing up a family in our society.

Schaefer, E. J. "Children's Reports of Parental Behavior: An Inventory." *Child Development,* v 36, n 2, June 1965, p 413–415.

This is a report on previous research on inventory measures of children's perceptions of parental behavior and the validity of these measures. The development of a new set of scales designed to collect children's reports of parental behavior is also reported.

Shepard, Samuel, Jr. "Working With Parents of Disadvantaged Children," in Hunnicutt, ed., *Urban Education and Cultural Deprivation*. Syracuse, N.Y.: Syracuse University School of Education, 1964, p 33–50.

Parents pass on to their children, through the process of socialization, their aspirations, frustrations, and style of living. The author describes the necessity for educating the disadvantaged parent and outlines the following approaches. (1) The primary objective should be the significant changing of parental ego-structure. (2) Values and attitudes of parents must be altered to harmonize with those of the middle class. (3) Formal education of disadvantaged adults must be greatly extended. (4) Child-rearing practices of the disadvantaged parent must be greatly improved so that their children will possess better values, attitudes, and higher levels of aspirations. The role of the school as an agent of society is discussed.

Shoemaker, Louise. *Parent and Family Life Education for Low-Income Families*. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1965.

This publication is the result of a two-day seminar, conducted in February 1964 by the Subcommittee on Parent and Family Life Education, on the particular needs of low-income families. Education of parents and family life for low-income families, ways to reach low-income families, and developing programs to meet the needs of the poor were discussed.

Siroka, Robert. "Sociodrama and the Negro Family." *International Journal of Sociometry and Sociatry*, v 4, n 3–4, September-December 1964, p 91–93.

The author describes a training program for preparing indigenous adults for a self-help program in the Negro community. The sociodrama synopsis is used to illustrate the effects of urban pathology on the dynamics of the family.

Walters, James, Ruth Connor, and Michael Zunich. "Interaction of Mothers and Children From Lower-Class Families." *Child Development*, v 35, n 2, June 1964, p 433–440.

This experimental study describes the methods that lower-class white mothers use to guide the behavior of their children. The design of the study closely paralleled one by Merrill (which studied upper- and middle-class mothers) to discover whether the same pattern of response would appear with lower-class subjects.

Webster, Staten W. "Some Correlates of Reported Academically Supportive Behaviors of Negro Mothers Toward Their Children." *Journal of Negro Education*, v 34, n 2, spring 1965, p 114–120.

This researcher asks, "Are there significant relationships between the reported academically supportive behavior that selected Negro mothers displayed toward their children early in their school careers and the self-perceptions and levels of academic achievement of their children?" His subjects were 311 Negro students in three integrated high schools of a San Francisco Bay area school district. Findings indicated that encouragement by Negro mothers had no direct influence on their high school children's grades. However, this support did affect the children's self-perceptions and aspirations and these have been found to influence the achievement of higher grades.

White, Gladys D., Alberta Hill, and Edna Amidon. *Improving Home and Family Living Among Low-Income Families*. Bureau of Family Services, Welfare Administration, Washington, D.C.: U.S. Department of Health, Education and Welfare, November 1965.

The authors recommend joint action by vocational education and public welfare agencies to provide more homemaking education for low-income families. The available resources are outlined.

HQ768.8 CHILDREN—RESEARCH

Hoffman, Martin Leon and Lois Wladis Hoffman, eds. *Review of Child Development Research*. New York: Russell Sage Foundation, 1964.

This is a compilation and interpretation of current research in child development. The present volume is the first of a series whose goal is (1) to disseminate advances in scientific knowledge about children, and (2) to communicate the results of research in child development, using a minimum of technical language.

Research Relating to Mentally Retarded Children. Clearing House for Research in Child Life, Washington, D.C.: U.S. Department of Health, Education and Welfare, 1965. Revised.

This publication lists all research projects on mental retardation reported to the Bureau of Clearing House for Research in Child Life since 1949. Most of the listings are annotated.

HQ769 PARENT AND CHILD

Mok, Paul P. *Pushbutton Parents and the Schools*. Philadelphia: Macrae Smith, 1964.

Mok examines the consequences of the relinquishment of parental responsibility in the child's education. He is critical of parents who substitute encyclopedias and tutors for their own involvement in their children's education. He observes that the "latch-key children" of New York slums, and the "leave-a-message" children of the suburbs both have absentee parents.

HQ796 ADOLESCENCE

Gottlieb, David and Charles Ramsey. *The American Adolescent*. Homewood, Illinois: Dorsey Press, 1964.

The authors examine adolescent subcultures as reflections of adult cultures. They contend that the conflict between the generations is largely the fault of the rapidly changing and complex industrial society, with its intricate and elaborate division of labor.

Mayerson, Charlotte Leon, ed. *Two Blocks Apart: Juan Gonzales and Peter Quinn*. New York: Holt, Rinehart and Winston, 1965.

Two 17-year-old boys, Juan Gonzales and Peter Quinn, live in the same N.Y.C. neighborhood, are both high school seniors in same school district, Catholics in the same parish, share the same parks to play ball, and live only two blocks apart, yet they are separated into two cultures by their social and economic conditions. This book is based on the conversations of these two boys and gives their attitudes and feelings about their families, neighborhood, schools, politics, goals, and ideals. Illustrations are included.

Mobilization For Youth. *Master Annotated Bibliography* of the papers of Mobil-For Youth. New York: Mobilization For Youth, 1965.

This book contains annotations of published and unpublished papers in 18 areas. Community development, institutional change, nonprofessional worker, and social work services, are among them.

Rosenberg, Morris. *Society and the Adolescent Self-Image*. Princeton: Princeton University Press, 1965.

This is an examination of the influence of certain social factors on self-esteem, and the influence of self-esteem on some attitudes and behavior. Data were collected from 4,600 students from 11 public high schools in New York State.

Sherif, Muzafer and Carolyn Sherif. *Reference Groups: Explorations Into Conformity and Deviation of Adolescents.* New York: Harper & Row, 1964.

This book describes the behavior of American adolescents. The authors contend that youthful conduct and misconduct constitute conformity to demands of peer groups, and are not manifestations of personality. Data were collected from studies of 12 adolescent groups from different socio-economic settings in several cities in Southwestern states. Questions such as the following are discussed: *Whose* appraisals count the most, *what* defines a deed as conformity or deviation, and why do or do not individuals comply?

HQ797 ADOLESCENCE—MALE

Coma, Anthony S. "The Characteristics of Male Disciplinary Offenders and the Male Disciplinary Problems at a Large Urban High School." *Dissertation Abstracts,* v 25, n 2, 1964, p 986.

A series of tests were given to 145 boys, disciplined by their high school at least five times during the year, to discover the differences between male offenders and other boys in the high school. Investigations were made in the following areas: status in a number of school-related factors, social and personal environment, "delinquency proneness," body type, and physical fitness. Data distinguish disciplinary-problem boys from other boys. Low academic performance, low vocational aims, experience in failing a grade level and certain adverse personal and environmental conditions were found to be more common among the problem boys than among other high school boys.

HQ799.N45 YOUTH—MAORI

Ausubel, David P. *Maori Youth: A Psychoethnological Study of Cultural Deprivation.* New York: Holt, Rinehart and Winston, 1965.

The purposes of this study were to investigate the educational and vocational aspirations of two groups of Maori youths in New Zealand (an urban and a semirural group) and to compare these aspirations with those of New Zealand children with European ancestors; to further an understanding of the place of Maori youth in contemporary New Zealand society; and to interpret the results with reference, on one hand, to the recent historical development of Maori society, and on the other hand, to a psychological theory of the development of Maori personality. The author notes that the findings of this study are relevant to the struggle against poverty and ignorance in the United States, and to the education of ethnic minority lower-class groups in urban areas.

HT119 URBANIZATION

Hauser, Philip M. and Leo F. Schnore, eds. *The Study of Urbanization.* New York: John Wiley and Sons, 1965.

This is a collection of 15 essays that examines most of the major generalizations about urbanization found in the literature of the social sciences. The editors indicate future research needs.

HT151 CITIES AND TOWNS—SOCIOLOGICAL PROBLEMS

Barr, John. "New Towns as Anti-Ghettos?" *New Society,* v 131, n 5, 1965, p 5–6.

This article describes how colored residents have been absorbed without incident into eight new towns around London and suggests that these towns could comfortably accept many more colored residents. It discusses whether these new towns could help London avoid the development of ghettos by the concentration of colored settlers in some neighborhoods. Basildon, the largest of London's new towns, is examined with regard to the present situations existing there and the possibility of an increase in the colored population.

Buck, Roy C. and Robert A. Rath, eds. *Community Development: Problems and Prospects.* The Commonwealth Conference on Community Development, University Park, Pennsylvania, 1965.

This compilation of material is the result of the Commonwealth Conference on Community Development, in Philadelphia, in 1965. Presented are some twelve papers that focus on aspects of community development. Included also are summaries of three workshop seminars.

Burgess, Ernest W. and Donald J. Bogue, eds. *Contributions to Urban Sociology.* Chicago and London: University of Chicago Press, 1964.

The authors, in their tribute to the University of Chicago's program in urban research, have scanned the entire list of Chicago Ph.D. theses in sociology, and selected those which they consider to be unique contributions to urban sociology. Forty-one articles appear and are categorized under these major headings: ecology and demography, social organization and mass phenomena, ethnic and racial groups, and social problems.

Caplow, Theodore, Sheldon Stryker, and Samuel E. Wallace. *The Urban Ambience: A Study of San Juan, Puerto Rico.* Totowa, New Jersey: Bedminster Press, 1964.

The major purposes of this book are: (1) to serve as a guide "to provide the planners of San Juan, Puerto Rico with more accurate knowledge of how ecological zones and neighborhoods are structured in their community and how residential conditions can be improved"; (2) to reflect "on the nature of urbanism and the general question of how small voluntary groups develop and survive." Five hundred women from 25 *barrios* in San Juan were interviewed because of their residential proximity to a centrally located intersection in each *barrio.* Questions were asked about neighborliness, visitation patterns, and satisfaction with the neighborhood.

Hauser, Philip Morris, ed. *Handbook for Social Research in Urban Areas.* Paris: UNESCO, 1965.

This handbook is intended for social scientists who have had little experience with research practices, but are involved in urban studies as a preliminary to policy formation and administrative action. The handbook consists of two sections: (1) the problems of definition, analysis, and sources of urban data, and (2) the various ways of studying urbanization and its consequences.

Reissman, Leonard. *The Urban Process: Cities in Industrial Societies.* New York: Free Press of Glencoe, 1964.

The author places the study of the city in a framework of the study of social change. He reviews previous studies and discusses the context in which four kinds of critics view the city: the practitioners (problem-solvers), the utopians (dreamers), the empiricists (creators of indices), and the theorists (analyzers of the nature and process of urban structures in their social essence).

Schnore, Leo F. *The Urban Scene.* New York and London: Free Press, 1965.

This compilation of 20 essays and articles deals with various aspects of human ecology and demography, particularly urban and metropolitan problems. The papers are grouped into six sections: theoretical issues in ecology, metropolitan growth and decentralization, function and development of suburban communities, examination of conventional notions about socioeconomic differences between cities and suburbs, color composition of metropolitan populations, and urban transportation systems.

Von Eckardt, W. *The Challenge of Megalopolis.* New York: Macmillan, 1964.

This book describes our urban areas in the Northeast and elsewhere, and calls attention to some of the objectionable byproducts of urban growth.

HT175 URBAN RENEWAL

Anderson, Martin. *The Federal Bulldozer.* Cambridge, Mass.: Massachusetts Institute of Technology Press, 1964.

This is an analysis and evaluation of all of the major functions of the urban renewal program. A major area of discussion is how private enterprise is affected by the program, the sources for private financing, the kind of private construction, and the potential for profit.

Frieden, Bernard J. *The Future of Old Neighborhoods: Rebuilding for a Changing Population.* Cambridge, Mass.: Massachusetts Institute of Technology Press, 1964.

Contrary to some views on urban renewal, the author claims that "old neighborhoods" may become quite reasonable dwelling areas. He analyzes the different factors that would make such a plan economically feasible, and tests these theories in New York, Hartford, and Los Angeles. He also discusses the function these old neighborhoods had for immigrant groups.

Gans, Herbert J. "The Failure of Urban Renewal." *Commentary,* v 24, n 4, April 1965, p 29–37.

If urban renewal is to take place, the burdens of uprooted residents must be considered. The author suggests that the best solution to the problem is a public effort to encourage displaced residents to move into existing neighborhoods within the city, and into the older suburbs just beyond the city limits. He also thinks that new towns or self-contained communities might be developed to the profit of the displaced people.

Weaver, Robert C. *Dilemmas of Urban America.* Cambridge, Mass.: Harvard University Press, 1965.

This book includes three lectures: "New Communities," "Urban Renewal," and "Dilemmas of Race," and a summary given at Harvard in 1965 at the Godkin lectures on the dilemmas of urbanization.

HT177.N5 URBAN RENEWAL—NEW YORK CITY

Greenleigh Associates, Inc. *Report of the Diagnostic Survey of Tenant Households in the West Side Urban Renewal Area of New York City.* Greenleigh Associates, Inc., 355 Lexington Ave., New York City, January 1965.

This survey is one part of a comprehensive study of tenant households in the process of relocating. The study examines ways in which "human renewal" can be effected while urban renewal is taking place. It reports the psychological, health, and economic problems and needs of tenants in the West Side urban-renewal areas of New York City. The sample comprised a total of 7,078 people—41 per cent white, 28 per cent Puerto Rican, 15 per cent Negro, and 15 per cent other.

HT177.W3 URBAN RENEWAL—DISTRICT OF COLUMBIA

Barron, Bryton and Ella Barron. *The Inhumanity of Urban Renewal.* Springfield, Va.: Crestwood Books, 1965.

This is a book of abstracts from the urban renewal hearing in Washington in 1964. It describes urban renewal as being a traumatic experience for the people involved, causing loss of home, neighbors, and money; deaths; mental illness; college dropouts; and broken families. It cites a number of cases in which individuals were uprooted from their homes and were not provided with other satisfactory dwellings.

District of Columbia Redevelopment Land Agency. *Community Services and Family Relocation.* District of Columbia Redevelopment Land Agency, 1964.

This report describes the relocation of some 1,100 families, predominantly Negroes, with average incomes of less than $2,000. Relocation took place as a result of the Southwest Urban Renewal Project in Washington, D.C. A description is given of how the federal and local agencies and community services aided in relocating these families.

HT609 SOCIAL CLASSES—SOCIAL STRATIFICATION

Bennett, William S., jr. and Noel P. Gist. "Class and Family Influences on Student Aspirations." *Social Forces,* v 43, December 1964, p 167–173.

Eight hundred urban high school students were studied to examine the possible influence of social class and type of family on their occupational and educational aspirations. The actual career plans of the students were also studied. Findings show that aspirations and plans showed little variation among social classes. (Fantasy seemed to be present at all levels.) The type of family influence did vary with social class. The motivation to make money appeared to have stronger influence at the lower-class levels, regardless of the race or the sex of the student.

Blau, Zena S. "Class Structure, Mobility and Change in Child Rearing." *Sociometry,* v 28, n 2, 1965, p 210–219.

A study of Negro and white middle- and working-class women revealed that the greater the exposure and experience of the individual, the greater her disposition to use child-rearing practices different from those of her mother. Negro women, except for those upwardly mobile and living in integrated neighborhoods, appeared to be less oriented toward change than white women.

Keller, Suzanne. *The American Lower-Class Family.* Albany, N.Y.: New York State Division for Youth, 1965.

This report surveys and summarizes available sociological knowledge about lower-class family life in the United States, and analyzes this knowledge through themes concerning culture, socialization, and social structure. Some implications of the structure and functioning of the lower-class family on pressing "social problems," such as school dropouts, delinquency, and mental illness are described.

Lasswell, Thomas E. *Class and Stratum: An Introduction to Concepts and Research.* Boston: Houghton Mifflin Co., 1965.

Integrates the diverse theoretical and empirical materials of social stratification within a sociopsychological framework.

Lesser, Gerald S., Gordon Fifer, and Donald H. Clark. *Mental Abilities of Children From Different Social-Class and Cultural Groups.* Chicago: University of Chicago Press, 1965.

An examination of the patterns of mental ability in young children from different social-class and cultural backgrounds. The patterns studied were verbal ability, reasoning, number facility, and space conceptualization. The sample, taken in New York City, consisted of first-grade children of Chinese, Jewish, Negro, and Puerto Rican backgrounds, and was divided into middle- and lower-class groups.

Lindemann, Erich. "Social System Factors as Determinants of Resistance to Change." *American Journal of Orthopsychiatry*, v 35, n 3, April 1965, p 544–557.

This study analyzed the mental health services of a metropolitan general hospital in an affluent suburb and in a working-class district, with respect to community reactions to the services. Since a vast majority of patients arrive at a hospital or clinic in an advanced stage of their illness (when it is difficult and time-consuming to remedy their condition), a psychiatric team at the Massachusetts General Hospital decided to extend their work by establishing mental health agencies in the communities. The author suggests that careful appraisal of disadvantages and of compensatory adaptive resources is required with each step of planning for new community facilities.

McKinley, Donald Gilbert. *Social Class and Family Life*. New York: Free Press, 1964.

An investigation of the manner by which social class affects socialization in the family. The author shows that more parents punish and reject their children in urban lower classes than in other social classes. He regards this as a result of greater frustration and stronger feelings of threat. Other findings about the relationship between the family and the economic system are presented.

Miller, S. M. "The American Lower Classes: A Typological Approach." *Social Research*, v 31, n 1, spring 1964, p 1–21.

The author groups poorer citizens under the variables of economic security and family stability: (1) the stable poor—those who are employed; (2) the strained—those who are economically secure, but have an unstable family life; (3) the copers—those who are economically insecure, but have a stable family life; and (4) the unstable—those who are both economically insecure and have an unstable family life. Three basic plans for changing the economic standing of poor families are offered: direct economic aid, direct services, and changes affecting the climate of the neighborhood in which the poor live.

Nam, Charles B. and Mary G. Powers. "Variations in Socioeconomic Structure by Race, Residence, and the Life Cycle." *American Sociological Review*, v 30, n 1, February 1965, p 97–102.

In this study, census data were used to examine race, residence, and age in relation to the distribution of socioeconomic status and the pattern of status consistency.

Rabinowitz, Oscar and Ada M. Daniels. "Comparison of Low- and Middle-Income Families Utilizing Parent Group Education Services." *American Journal of Orthopsychiatry*, v 35, n 2, March 1965, p 356–357.

This paper presents some findings of a project sponsored by 17 family agencies within 1,000 miles of New York City. The project proposed to extend the quantity and improve the quality of group educational programs for parents offered by the Family Service Association agencies. Seventeen caseworkers were trained in the philosophy, goals, and techniques of leadership of parent education groups. A total of 831 parents participated in discussion groups; 218 of them are classified as "low-income." Attitudes of the "low-income" families are contrasted with attitudes of the "middle-income" families. The responses of low-income parents to this service are discussed in the following areas: (1) recruitment methods; (2) the issues parents see as important and how they explore them—education, parental responsibility, sexual activity of children, neighborhood problems, the role of the father, integration issues and the responsibilities of children.

Rodman, Hyman. "Middle-Class Misconceptions About Lower-Class Families," in *Blue Collar World*. H. Shostak and W. Gomberg, eds., Englewood Cliffs, New Jersey: Prentice-Hall, 1964, p 59–69.

This article deals with stereotypes of lower-class people and Negroes, the biases of social scientists and professional practitioners toward the lower class, and lower-class family behavior. It evaluates the ability of the middle class to understand lower-class life and the extent to which the middle class misinterprets lower-class behavior.

Walinsky, Adam. "Keeping the Poor in Their Place." *The New Republic*, v 151, n 1, July 4, 1964, p 15–18.

The author contends that the middle-class majority acts as a bulwark against improving the lot of the poor. As a result of a desire to keep the poor in their place and to maintain class distinctions, the middle class will not support programs proposed in congress for large public works, 30-hour work weeks, or guaranteed income. Some arguments used by the middle class against legislation to aid the poor are: (1) The budget should be balanced. (2) Free enterprise is preferable to government activity. (3) Tax cuts stimulate economy more than governmental spending.

HT1521 RACE PREJUDICE—RACE PROBLEMS

Analysis of Race Relations in Current Perspective. *Sociological Inquiry*, v 35, n 1, winter 1965.

This special issue contains nine articles on race relations; several have been annotated separately.

Berry, Brewton. *Race and Ethnic Relations*. Boston: Houghton Mifflin Company, 1965.

The author describes and analyzes the phenomena that occur when groups of people, who differ racially and culturally, come into contact with one another. His interest is in *relations*, and he challenges the assumption that the race problem is essentially one of Negro-white relations, or that it is peculiar to the United States. He discusses the concepts of race, stratification, segregation, pluralism, assimilation, amalgamation, prejudice, annihilation, and expulsion.

Blake, Elias, Jr. "Color Prejudice and the Education of Low Income Negroes in the North and West." *Journal of Negro Education*, v 34, n 3, summer 1965, p 288–299.

The author claims that color prejudice is discussed in the context of its existence in the broader society, but that there is rarely research on color prejudice within the instructional and administrative structure of the school systems. He feels that this neglect has hampered solutions to de facto segregation. He cites articles dealing with de facto segregation, compensatory programs, and interracial relationships, and says that expressions of color prejudice may complicate the teaching-learning process. He recommends, among other things, that the staffs of integrated schools hold seminars to discuss interracial relationships within the schools.

Bowman, Lewis. "Racial Discrimination and Negro Leadership Problems: The Case of 'Northern Community'." *Social Forces*, v 44, n 2, December 1965, p 173–186.

This is a report of an investigation into selected aspects of racial relations in what is identified as "Northern Community," a New England city where Negroes constitute a relatively small portion of the total population. Discrimination exists in employment, housing, and school facilities. The author examines the social background and attitudes of selected Negro leaders in the city, and suggests that problems of Negro leadership appear to be compounding the problems of racial discrimination.

Eisenman, Russell. "Reducing Prejudice by Negro-White Contacts." *Journal of Negro Education*, v 34, n 4, p 461–462.

The author notes that some studies suggest that contact between Negro and whites will reduce prejudice. Others, however, cite some instances when it increases prejudice. He reviews such studies for situational and personality variables related to prejudice.

Hayden, Tom and Carl Wittman. "An Interracial Movement of the Poor?" Students for a Democratic Society, Economic Research and Action Project, 1100 East Washington St., Ann Arbor, Michigan, 1965, mimeo.

This paper discusses the problems inherent in an interracial movement of the lower-income groups. These groups are here characterized by ethnic identity, age, and occupational status. The "freedom movement" and its possible allies are noted.

Lieberson, Stanley and Arnold R. Silverman. "The Precipitants and Underlying Conditions of Race Riots." *American Sociological Review,* v 30, n 6, 1965, p 887–898.

This paper discusses the immediate precipitants and underlying conditions of race riots in the United States between 1913 and 1963. The authors consider some causes of riots suggested in sociological case studies and in texts on collective behavior. By using the New York *Times* Index, they found 76 "events" that were classified as Negro-white race riots. Only four of these occurred without a precipitating event. The authors distinguish riots from events such as lynchings, and outline frequent types of riot precipitants. They find that riots are more likely to occur when social institutions function inadequately or when grievances are not resolved (or cannot be resolved under the existing institutional arrangements). The way a community government functions, the authors maintain, is important in determining whether a riot will follow a precipitating incident.

Linn, Lawrence S. "Verbal Attitudes and Overt Behavior: A Study of Racial Discrimination." *Social Forces,* v 43, n 3, 1965, p 353–364.

White students were asked to pose for a photograph with a Negro of the opposite sex in an attempt to measure the relationship between racial attitudes and overt behavior. In 59 per cent of the cases, discrepancies were found between verbal attitudes and subsequent overt behavior. The study found that the degree of social involvement and prior experience with Negroes has a great influence on the relationship between prejudiced attitudes and discriminatory behavior.

Miller, Alexander F. *Crisis Without Violence: The Story of a Hot Summer.* Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, New York, 1965.

This pamphlet is a case study of racial problems and tensions in the summer of 1964 in New Rochelle, New York. The analysis focuses on the formal and informal actions taken to avert possible violence.

Proenza, Luis and Bonnie R. Strickland. "A Study of Prejudice in Negro and White College Students." *Journal of Social Psychology,* v 67, n 2, 1965, p 273–281.

Attitudes toward prejudice, segregation, and integration were measured in both white students in the North and South, and Negroes in the South, by means of semantic differential scales and a Bogardus social distance scale.

Record, Wilson. "American Racial Ideologies and Organizations in Transition." *Phylon,* v 26, n 4, winter 1965, p 315–329.

An assessment of the four major Negro organizations—the NAACP, CORE, SNCC, and SCLC—their ideologies and development. Focus is on the NAACP, the oldest. The author cites three simultaneous developments that have had a significant influence on its policies: (1) the emergence of Asian and African peoples from colonial powers; (2) drastic social, economic, and political changes in American life during the postwar period; and (3) the emergence of new forms of protest among Negroes and new organizations—CORE, SCLC, SNCC.

Smith, Charles U. "Race Relations and the New Agenda for Higher Education." *Phi Delta Kappan,* v 46, n 9, May 1965, p 453–455.

The author argues that higher education has been no exception to the schools' failure to discuss the Negro in American history. He lists the following recommendations for a "new agenda" for teaching history in higher education: (1) A greater and more systematic use should be made of available scholarly and creative literature by and about Negroes, as well as textbooks that include appropriate coverage of the role of the Negro in the development of American society. (2) There should be formal courses that deal with the Negro in America. (3) Both teachers and students should conduct more systematic research on the Negro. (4) All these courses should seek to foster democratic attitudes in students.

Wolfgang, Marvin E. *Crime and Race: Conceptions and Misconceptions.* New York: Institute of Human Relations Press, American Jewish Committee, Series n 6, September 1964.

An examination of the meaning of race, the meaning of crime and criminal statistics, and the ways in which race and crime converge.

HV91 POVERTY—UNITED STATES

Austin, Ernest H., jr. "Cultural Deprivation—A Few Questions." *Phi Delta Kappan,* v 47, n 2, October 1965, p 67–70.

The author opposes programs "which allow us to take advantage of the racial situation in order to do a job which we should have been doing all along." Among the inconsistencies, dangers, and deficiencies which he believes may burden such projects are: (1) their possible use by what the author calls "parlor liberals" for passing efforts of charity; (2) tendencies to be authoritarian, and to neglect consulting recipients about the manner of their rehabilitation; (3) too little firsthand understanding of the problems by professors or guest lecturers; and (4) too many projects designed to alleviate results, effects, and consequences, and too few directed toward identifying and overcoming the causes of deprivation itself. This article is followed by an opposing statement by James Guthrie and James Kelly, and also by a reply from the author.

Bagdikian, Ben H. *In the Midst of Plenty: The Poor in America.* Boston: Beacon Press, 1964.

A description of the other side of the "poverty curtain," the lives of the tenant farmers in the South, the urban poor in Chicago, the foreign immigrants, and the poor throughout America. The poor have hope, but they lack the economic grasp or resources to pull themselves to self-sufficiency. The author contends that our society has not yet learned how to reach the poor economically, socially, educationally, and with simple humanity.

Beiser, Morton. "Poverty, Social Disintegration and Personality." *Journal of Social Issues,* v 21, n 1, January 1965, p 56–78.

The author discusses the impact of poverty on the individual, using concepts about personality development and individual functioning. He shows how social changes at the community level can affect parallel changes in individual behavior and attitudes. Implications for different types of development programs are discussed.

Chilman, Catherine S. "Child-Rearing and Family Relationship Patterns of the Very Poor." *Welfare in Review,* v 3, n 1, January 1965, p 9–19.

A summary of studies on the "ideal patterns" of child rearing and family life, compared to those of the poor.

Chittenden, Gertrude E. "Children of the Poor." Proceedings from the Kansas Workshop on Low-Income Families, Department of Family Economics, Kansas State University, Manhattan, Kansas.

A brief discussion of the children of the poor—their strengths, where they are, the kinds of families they live in. Discusses the challenge of providing an environment in which the "poor" child can use his strengths and can absorb from his environment what is needed to enter and remain in the dominant society.

Coll, Blanche D. "Deprivation in Childhood: Its Relation to the Cycle of Poverty." *Welfare in Review*, v 3, n 3, March 1965, p 1–10.

A discussion of the relation between inadequate education, malnutrition, illness, and emotional and cultural deprivation of children. Reviews current investigations of deprivation in childhood by the Welfare Administration. Concludes that children must be assured of a decent standard of physical care, emotional satisfaction, and cultural stimulation in the home, for society to reduce the social and economic cost of dependency, disease, delinquency, and crime.

Lewis, Hylan. *Approaches Through Clinical Team Practice to the Modification of—or Intervention in Situations of Cultural Deprivation.*

National Conference on Social Welfare, Los Angeles, May 1964, mimeo. A collection of three papers, each of which reports on the findings of a separate project: "Towards a Conceptual Framework for Casework with Multiproblem Families," by Louise S. Bandler; "Neighborhood Development—A Self-Help Developmental Program," by Marceleete Womack; and "School Experiences of Culturally Deprived Children," by Paul H. Bowman. The discussion concludes that persons working with low-income families must make significant changes in attitudes toward their clients, and must become more aware of the strengths of the poor.

MacIver, R. M., ed. *The Assault on Poverty and Individual Responsibility.* New York: Harper & Row, 1965.

This volume contains 13 papers originally presented in a lecture-discussion series by the Institute for Religion and Social Studies, Jewish Theological Seminary. Several essays discuss the dependent and unemployed, and the current war on poverty. Others discuss the injustices of poverty, the proper role of educators and school systems, and the exploited minority. Contributors include Cloward, Dentler, Moynihan, Sokol, and Ornati.

Mackler, Bernard and Morsley G. Giddings. "Cultural Deprivation: A Study in Mythology." *Teachers College Record*, v 66, n 7, April 1965, p 608–613.

A discussion of the myths, beliefs, and labels that characterize the disadvantaged child as "culturally deprived" and "unteachable." The authors argue that such labels constitute an alibi for the failure to provide adequate educational programs for disadvantaged children.

Mangel, Margaret, ed. *Understanding the Disadvantaged.* School of Home Economics and Extension Division, Miscellaneous Publication No. 8, University of Missouri, Columbia, Mo., 1965.

This source book was designed to increase awareness and understanding of the problems of poverty and of the manner in which various disciplines and agencies can help solve them. It includes discussions on the nature of poverty, the values and aspirations of the poor, methods of writing for the disadvantaged adult reader, and current programs. Appendices list references and audiovisual aids.

Riessman, Frank. "Low-Income Culture: The Strengths of the Poor." *Journal of Marriage and the Family*, November 1964, p 417–421.

This article deals with the strengths the poor have developed out of their efforts to cope with a difficult environment. The author suggests that the fields of education and social work should focus on the strengths rather than on the weaknesses of low-income clients.

Riessman, Frank. "The Overlooked Positives of Disadvantaged Groups." *Journal of Negro Education*, v 34, n 2, spring 1965, p 160–166.

Riessman calls attention to the positive features in the culture of disadvantaged groups and in the psychology of low-income individuals. He notes the significantly slow cognitive style of these people and discusses their untapped verbal ability.

Wickenden, Elizabeth. "Does Our Society Reject its Low-Income Children? A Critique of Existing Conditions." *American Journal of Orthopsychiatry*, v 35, n 2, 1965, p 230.

The author contends that poverty deprives children of: (1) material requisites for growth; (2) community acceptance and expectation; and (3) help from parents (themselves hobbled by hardship, alienation, and discouragement). She urges a wide range of programs to give parents and children help, reassurance, and security.

HV689 PSYCHIATRIC SOCIAL WORK

Reiff, Robert and Frank Reissman. *The Indigenous Nonprofessional: A Strategy of Change in Community Action and Community Mental Health Programs.* Lexington, Massachusetts: Community Mental Health Journal, 1965.

This report analyzes the need for and use of indigenous nonprofessionals to bridge the gap between the professional worker and low-income people. The job of the "expediter"—one who has the responsibility to make sure that the broadened services are being used—is described in detail.

HV699 FAMILY—SOCIAL WELFARE—UNITED STATES

Conference on Services to Families (Chicago, 1964). *Neighborhood Centers Serve the Troubled Family.* New York: National Federation of Settlements and Neighborhood Centers, 1964.

Several recently completed projects and programs conducted by settlements and neighborhood centers are reviewed with detailed accounts of specific programs and brief reports of projects. The report includes two papers: "The Multiproblem Family," by M. K. Craine; and "Some Theoretical and Methodological Problems in Serving the Multiproblem Family," by Leonard Schneiderman.

HV891 MENTALLY HANDICAPPED—CHILDREN—SOCIAL PATHOLOGY

Buck, Pearl and Gweneth Zarcoss. *The Gifts They Bring: Our Debt to the Mentally Retarded.* New York: John Day Company, 1965.

This book focuses on the mentally retarded and their influences on our way of life. Stress has been placed on what *we* can do for the retarded, but it should be placed on what *they* can and have done for us.

Levinson, Abraham. *The Mentally Retarded Child.* New York: John Day Company, 1965.

This is a revised edition of a book written in 1952 about mentally retarded children and about what their parents can do for the children and for themselves. The chapters on recognition, causes, prevention, treatment, and research have been revised.

HV3004 MENTALLY HANDICAPPED

Special Section on Mental Retardation. *American Journal of Orthopsychiatry*, v 35, n 5, October 1965.

This special issue on mental retardation includes the articles: "Some Aspects of Mental Retardation," by Arthur L. Benton; "Mental Retardation: Some Legal and Moral Considerations," by David L. Bazelon; "Early Identification of Mildly Retarded Children," by Sonya Oppenheimer; "Prevention of Mental Retardation and Planning," by Joseph Wortis; and "Effects of Emotional Disturbance in Childhood on Intelligence," by Martin Wolf.

HV3006.C2 MENTALLY HANDICAPPED—CALIFORNIA

California Study Commission on Mental Retardation. *Report of Survey.* Committee on Existing Resources, Functions and Coverage, June 1964.

A study of the kind and the availability of services for the mentally retarded of California. These services include prevention, diagnosis, physical and mental health assistance, educational development, social development, economic security and work, shelter, nurture and protection, parent services, and availability of trained personnel. Detailed information is given for some larger counties.

HV4028 SLUMS

Gans, Herbert J. *The City and Poor: The Shortcomings of Present Housing and Anti-Poverty Programs, and Some Alternative Proposals for Eliminating Slums and Poverty.* New York: Teachers College, Columbia University, December 1965, mimeo.

The author outlines the shortcomings of present housing programs, and maintains that many antipoverty projects seek to change the poor rather than to eliminate poverty. One component outlined for an effective antipoverty program involves the need for a comprehensive rehousing program.

Hunter, David R. *The Slums: Challenge and Response.* New York: The Free Press of Glencoe, 1964.

The author describes the educational, economic, political, and social way of life in the slums, and suggests means to reduce the number of slums and prevent their continued formation.

Lantz, Herman R. *A Socio-Historic Examination of a Chronically Depressed Community: A Preliminary Report.* Paper prepared for the Committee on Community Research and Development, Society for the Study of Social Problems. Montreal, Quebec, August 1964, p 28–29.

The present report is part of a larger investigation concerned with the relationship between community failure and social organization. This study of Cairo, Illinois, concerns the period from 1818 to 1875, and examines the types of processes that may lead to the development of a chronically depressed community.

Safa, Helen Icken. *From Shanty Town to Public Housing: A Comparison of Family Structure in Two Urban Neighborhoods in Puerto Rico.* Youth Development Center, Syracuse University, 1965.

This study examines the basic patterns of family and community life in a shanty town in Puerto Rico and the way in which family patterns are altered by public housing. It analyzes the development of a matrifocal family structure in an urban lower-class population, and suggests that the favorable condition of public housing serves as a support for the development of the matrifocal family.

Schorr, Alvin L. *Slums and Social Insecurity.* Division of Research and Statistics, Social Security Administration, Washington, D.C.: U.S. Department of Health, Education and Welfare, Research Report n 1, 1964.

This short book, the first in a series of research monographs on different aspects of social and economic insecurity, has three aims: to summarize relevant research findings, to present an interpretive theory of the role of housing in the life of low-income groups, and to evaluate the steps taken to improve housing conditions.

HV9069 JUVENILE DELINQUENCY

International Bibliography on Crime and Delinquency. Bethesda, Maryland: National Clearing House for Mental Health Information, National Institute of Mental Health, 1965.

This is an annotated bibliography, issued six times a year, which contains current literature on crime and delinquency. Also included is a compilation of ongoing projects concerned with prevention, control, and treatment of crime and delinquency.

Slavson, S. R. *Reclaiming the Delinquents.* New York: Free Press, 1965.

An analytical description of an experiment in intensive group psychotherapy with seriously delinquent and emotionally disturbed boys in Children's Village, Dobbs Ferry, New York.

Sterne, Richard S. *Delinquent Conduct and Broken Homes.* New Haven, Connecticut: College and University Press, 1964.

The author is concerned with the difference in the "seriousness" of the delinquent offenses of boys from broken and unbroken homes. The study was based on a sample of 1,050 boys.

Willie, Charles V. et al. "Race and Delinquency." *Phylon*, v 26, n 3, fall 1965, p 240–246.

The analysis attempts to determine the extent to which deprivation and alienation are associated with delinquency and to describe variations in the association of these two phenomena in the case of 6,629 Negro and white juveniles referred to juvenile court in Washington, D.C., during a 33-month period. The authors find that socioeconomic status and family composition are related to delinquency and that any association between race and delinquency may be explained by differences in SES and family composition.

JS422 METROPOLITAN GOVERNMENT—UNITED STATES

Bollens, John Constantinus and Henry J. Schmandt. *The Metropolis: Its People, Politics and Economic Life.* New York: Harper & Row, 1965.

This book presents a multidimensional view of the metropolis with emphasis on process and behavior as well as on form and structure. It is concerned with such factors as social characteristics and trends, economic developments, physical and land use considerations, politics and citizens' roles.

K LAW

Countryman, Vern. *Conference on Discrimination and the Law.* Chicago: University of Chicago Press, 1965.

The papers in this volume were presented at a conference on discrimination and the law. The purpose of the conference was to determine the nature of racial and religious discrimination in the United States and the difficulties arising out of the government's efforts to resolve these problems. These papers and discussions examine employment, education, public accommodations, and housing. They consider how far basic provisions of the law, such as the 14th Amendments, can be applied to limit discrimination and how effective these efforts are likely to be.

LA209.2 EDUCATION—UNITED STATES—1945

Crowley, Rev. Francis J. Ed. M. "The Rights and Duties of Parents, Youth, and Society." *The Catholic School Journal*, v 65, n 6, June 1965, p 17–20.

The right of children to be educated in public schools is examined from three aspects: (1) the right of children to an education in public schools; (2) these rights in relationship to the public schools; and (3) consideration of the duties of society to the common good of the community. The author also considers whether or not the state fringe services may be extended to all children in accordance with their rights as citizens.

Fuchs, Estelle. *Pickets at the Gate*. New York: Project TRUE, Hunter College, 1965; The Free Press, 1966.

The book contains two case studies which are concerned with education and educators in inner-city schools. Part I is based on an incident in a metropolitan school in which a school principal finds himself in the midst of a civil rights issue and learns that his removal is being requested by parents in the school community. The problem concerns the administrators' attitudes toward their role and that of the school toward children, teachers, and parents. It is also concerned with school-community relations in a period of rapid social change. Part II examines the "600" school boycott directed against de facto segregation in New York City in 1965. A major portion of this section is based on interviews of students and adults who participated in the boycott and worked in the "freedom schools."

Goslin, David A. *The School in Contemporary Society*. Chicago: Scott, Foresman, 1965.

By presenting the school in its relation to a changing society, this book attempts to increase understanding of educational problems and to point out the necessity for an objective approach to their solution. It examines the dual roles of the school as an agent of social control and of integration, the manner in which social changes have affected the school's role, the school as a formal organization, and the role of the school in an emerging world.

Grant, Eva H., ed. *PTA Guide to What's Happening in Education*. New York: Scholastic Book Services, 1965.

This book, offered as a guide to parents, explores developments in the whole spectrum of school instruction and attempts to examine and evaluate them. Some areas discussed by educators and other specialists are: Should we send children to nursery school? Should parents teach reading? Other subjects include the ungraded school, mastering modern math, foreign languages in the early grades, and programmed instruction.

MacKenzie, Gordon N. et al. *Blueprint for Progress: Educational Program Analysis and Proposals. Hackensack Public Schools: Hackensack, New Jersey.* New York: Teachers College, Columbia University, 1965.

This analysis of the Hackensack schools defines unmet needs, prepares a blueprint for meeting them, and recommends decisions for implementing them. The small team of consultants focused attention on the community, on the educational program (including a study of the physical plant), and on the consequences of the educational program (including achievement and intelligence levels and the interrelationship of the school and the community).

Park, Joe. *The Rise of American Education: An Annotated Bibliography*. Evanston, Illinois: Northwestern University Press, 1965.

A compilation of selected references that bear directly on the development of American education. These references have been annotated and placed in 11 categories. A list of 70 relevant doctoral dissertations available on microfilm is also included.

Parsons, Cynthia, ed. *What's Right With United States Public Schools?* Boston: Book Department, Christian Science Pub. Society, 1965.

This pamphlet compiles ten articles reprinted from the *Christian Science Monitor* on United States public schools: "What's Right with U.S. Schools?" "Education: What it Costs," "Wall-to-Wall Students," "Schools: Community Barometer," "Battling School Bulge," "Which School System?" "New Study Methods Tailored to Fit," "Intangibles Knit Teacher-Pupil Rapport," "Attitude at Top Stamps School Morale," and "New Ideas Strengthen Schools."

Philadelphia Suburban School Study Council. *The Educated Child: An Image and its Realization*. Danville, Ill.: Interstate Printers & Publishers, 1965.

These are the results of an intensive study of quality teaching and practical steps to improve it, undertaken by Philadelphia Suburban Study Council. The study develops a concept of the educated child and suggests appropriate activities and expectations of the teacher for guiding the child to become an educated person. It deals with the roles of school board members, administrators, and auxiliary staff in helping to produce the educated child.

Rudy, W. *Schools in an Age of Mass Culture*. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

The author presents a historical perspective on American education in the 20th century. He reviews the development of "child-centered" schools, the pressure groups influencing education, the concept of the "adjusted" child, the relationship of religion to education, the issue of segregation, the evaluation of American schools by foreigners, and the concern about the quality of public schools that arose after sputnik.

LA210 EDUCATION—UNITED STATES—POLICY

Conant, James Bryant. *Shaping Educational Policy*. New York: McGraw-Hill, 1964.

This is an analysis of the United States educational policy on a nationwide and statewide basis. The author suggests that our old methods of determining educational policy need drastic revision, discusses ten problems facing public schools, proposes that states plan more carefully for the development of education beyond both public and private high schools, and compares and contrasts educational policies in New York and California. He suggests that the national educational level does not meet the nation's present needs.

LA216 PUBLIC SCHOOLS—UNITED STATES—1945

Schrag, Peter. *Voices in the Classroom: Public Schools and Public Attitudes*. Boston: Beacon Press, 1965.

The author describes the varieties of American public education. He discusses in detail the teaching techniques, economic and cultural problems of individual school systems such as those in Kansas, Iowa, Chicago, Newton (Mass.), Appalachia, Dixie, California and Colorado.

LA339.N5 PUBLIC SCHOOLS—NEW YORK CITY

Sheldon, Eleanor Harriet and Raymond A. Glazier. *Pupils and Schools in New York City: A Fact Book*. New York: Russell Sage Foundation, 1965.

This volume, describing pupils, schools, and programs in the New York City school system, provides a factual basis for examining and planning educational programs and policies. Subjects discussed include: the New York City schools within the context of social change in the city and its effect on public school enrollment; school organization and major programs; how schools are staffed; open enrollment programs and proposed school reorganization; and pupil performance in schools participating in compensatory programming and permissive zoning, compared with pupil performance in other schools.

LA379 PUBLIC SCHOOLS—VIRGINIA

Gates, Robbins L. *The Making of Massive Resistance: Virginia's Politics of Public School Desegregation, 1954–1956.* Chapel Hill: University of North Carolina Press, 1964.

A detailed description of the massive resistance to school integration in Virginia during the first two years following the Supreme Court decision.

LA380.P74 PUBLIC SCHOOLS—PRINCE EDWARD COUNTY, VIRGINIA

Green, R. L. "I.Q. Increases in Educationally Deprived Children: Virginia's Prince Edward County." *School and Society,* v. 93, October 30, 1965, p 388.

A brief synopsis of a paper given at the APA meeting in 1965. Negro youngsters in Virginia's Prince Edward County, four years without any schooling, made significant gains in measured intelligence in the one and one-half years after the schools were reopened. Although there were I.Q. increases, many children remained in a "mentally defective" classification.

Smith, Robert Collins. *They Closed Their Schools: Prince Edward County, Virginia, 1951–1964.* Chapel Hill: University of North Carolina Press, 1965.

This report of the school crises in Prince Edward County from the school strike in 1951, to the closing of all public schools for four years from 1961–1964 shows how the tensions created by the crisis in race relations touched on the lives of ordinary people.

LA502 EDUCATION—PUERTO RICO

Trent, Richard D. "Economic Development and Identity Conflict in Puerto Rico." *Journal of Social Psychology,* v 65, n 2, 1965, p 293–310.

An examination of identity conflicts among Puerto Rican students. Results indicated that more serious conflict appeared with females; males were more resistant to self-change. Identity conflicts were associated with collision between traditional Hispanic and newer United States influences.

LA632 EDUCATION—GREAT BRITAIN

Jackson, Brian. *Streaming: An Education System in Miniature.* New York: Humanities Press, 1964.

The author opposes the traditional English policy of dividing three-fourths of the school children at age seven into one of three academic streams from which they are unlikely to transfer. Evidence that the gulf between streams widens with each subsequent year is drawn from the author's personal experiences, visits, and a survey of one-fourth of the primary schools in England. Comparisons are made between ten streamed and ten unstreamed schools.

Lello, John. *The Official View of Education: A Summary of the Major Educational Reports Since 1944.* New York: Macmillan, 1964.

This book discusses and briefly analyzes reports on education in England and Wales since 1944. It coordinates and categorizes a large amount of work in subjects such as secondary education; technical, agricultural and commercial youth services; teacher training; social services; and higher education.

LB41 EDUCATION—AIMS AND OBJECTIVES

Belth, Marc. "The Identity of Education." *New York State Education,* v 52, n 4, 1965, p 16–17.

A discussion of education as a discipline in its own right, contributing to other disciplines as much as it derives from them in its own continuing development.

LB45 EDUCATIONAL ANTHROPOLOGY

Brameld, Theodore. *The Use of Explosive Ideas in Education: Culture, Class and Evolution.* Pittsburgh: University of Pittsburgh Press, 1965.

Brameld analyzes the basic ideas of culture, class, and evolution first by examining the conceptions of these ideas of leading scholars in the liberal arts. He then analyzes the ideas in terms of their meaning not simply for professional experience, but to the problems of everyday life. He shows that educational practice is dependent, in part, upon basic knowledge from sources other than education.

Landes, Ruth. *Culture in American Education: Anthropological Approaches to Minority and Dominant Groups in the Schools.* New York: John Wiley and Sons, 1965.

A teacher training experiment, which pairs cultural anthropology and education, at the Claremont Graduate School in California is described. The Claremont project is designed to help educators understand pupils, parents, and highly mobile, socially and ethnically mixed communities. It examines the abilities of pupils to learn at school, by asking questions such as: "What is their culture?" "How do their particular cultures adapt to mingling with different traditions (language, religion, different modes of treating another in America)?" "How does one recognize specific cultural factors influencing individual and group conduct?" "How does a student manifest his special heritage in the classroom and how might a teacher do the same?"

LB775.M7 MONTESSORI METHOD OF EDUCATION

Argy, William P. "Montessori Versus Orthodox: A Study to Determine the Relative Improvement of the Preschool Child With Brain Damage Trained by One of Two Methods." *Rehabilitation Literature,* v 26, n 10, 1965, p 294–304.

Small samples of children from Montessori and regular classes, matched on such characteristics as IQ, were studied over a two-year school period. The children taught by the Montessori method "presented a more comprehensive improvement." Because the sample was small, results were considered more interesting than conclusive.

Berger, Barbara and Alan Cohen. *An Investigation of the Effects of Montessori Preschool Training on Perceptual and Cognitive Development of Disadvantaged Children.* New York: Center for Urban Education, 1965.

This study assesses the effects of Montessori training, from preschool years to early primary grades, on perceptual and cognitive development of poor children. It investigates training effects such as: (1) perceptual-visual and visual-motor abilities, (2) patterns of intellective function (general intelligence and behavior characteristics relating to concentration, persistence in problem solving, and achievement), and (3) reading readiness. The sample consists chiefly of 144 Negro and Puerto Rican disadvantaged children enrolled in two Head Start programs, the Wynn Center in Bedford-Stuyvesant, Brooklyn, and the St. Patrick Center on Manhattan's Lower East Side.

Montessori, Maria. *The Montessori Method.* Trans. by Anna E. George. Cambridge, Massachusetts: Robert Bentley, 1964.

This book is one of three basic Montessori texts which present the author's fundamental ideas on the education of children of ages three to six. Dr. Montessori contends that education for the very young should be the spontaneous development of mental, spiritual, and physical personality. She stresses repeatedly the dignity of the child and the value of his sensory education.

LB1025 TEACHING—GENERAL WORKS

Avila, Donald L. "Note on Special Education Criteria Employed by Classroom Teachers." *Psychological Reports*, v 16, n 3, pt. 1, 1965, p 930.

The author discusses the fact that classroom teachers often use different criteria in judging the mental ability of male and female students. In many instances male students are referred for special education when they do not need it, and many females are overlooked. The article suggests that the teacher is responsible for clarifying the criteria of mental retardation and for helping future teachers to gain insight into the biases that might interfere with their judgment.

LB1026 EDUCATION—INNOVATION

Gonis, Sophia N. "Negro Influence on the New Educational Design." *Clearing House*, v 40, n 2, October 1965, p 108–111.

This article is a cursory view of the more easily observable influences which the Negro has had on the shaping of the schools' curricula. The author includes a discussion of books and other teaching materials, desegregation, intergroup relations, school boards, and compensatory education.

Mott Program—Flint Public Schools. Flint Board of Education, Flint, Michigan, July 1965.

One-page reports summarize each of the projects in the Mott Program for the Flint Public Schools: workshops and visits, adult education, graduate training, youth programs, the Mott camp, recreation, medical-dental health, personalized curriculum program, interuniversity clinical preparation, economics and leadership. The purpose of the Mott Foundation is to increase the strength and character of all members of the Flint community.

LB1027 TEACHING—TEAMS

Hayes, Charles H. "Team Teaching in Culturally Deprived Areas." *National Elementary Principal*, v 44, n 3, January 1965.

This is a description of the team-teaching project in the Pittsburgh public schools. Over 8,000 students in eight elementary schools and two junior high schools participate in the project. There are typically five teachers on each team. One is appointed team leader and is given a salary increase. A team "mother," who must be from the community, is paid $235 a month. She works the same hours as the teachers, and relieves them of noninstructional duties. An inservice program trains team mothers. A student intern on the team, a senior in a school of education from one of five universities, observes students and teaches under the direction of the team leader. This book outlines team operation and its special advantages in poorer areas. It includes a brief summary of the cost of team teaching.

Jarvis, Galen M. and Roy C. Fleming. "Team Teaching as Sixth-Graders See It." *Elementary School Journal*, v 66, n 1, October 1965, p 35–39.

This paper reports the reactions of children who took part in a team-teaching project at Devonshire Elementary School in Skokie, Illinois, a suburb of Chicago. It outlines the organization and scheduling of the instruction periods. After five months, ten participating 6th graders (four boys and six girls) were selected at random from the 155 pupils and asked their reactions and evaluations of the program. Their response to ten questions revealed that initially they were overwhelmed by team-teaching, but they adjusted quickly. Pupils felt that the main advantages of team-teaching were the opportunity to be in small instructional groups and the opportunity to have different teachers. The main disadvantage was felt to be the "overcrowding" of 75 pupils in homeroom.

Lambert, Philip et al. "A Comparison of Pupil Adjustment in Team and Self-Contained Organizations." *The Journal of Educational Research*, v 58, n 7, 1965, p 311–314.

The study, conducted over a period of two years, compared the effects of team teaching and of self-contained classes on pupil adjustments. The pupils were from two schools in poor areas. The different classroom organizations produced only minor differences in adjustment.

Peterson, Carl H. "Team Teaching's Three Variables." *American School Board Journal*, v 149, n 5, 1964, p 15–17.

A study of the manner in which a lack of controls can emasculate a team-teaching program. Under the variables of administrative intent, teaching attitude, and student reaction, the following areas are analyzed: (1) structuring the teacher, (2) orientation of parents, (3) secure and insecure teachers, (4) students harmed by team teaching, (5) screening of students, (6) student reaction variables, and (7) operational programs.

Team Teaching. *Education*, v 85, n 6, February 1965, p 223–348.

A featured section on team teaching. Articles include the meaning of team teaching, team teaching in elementary and high school, and a current appraisal of team teaching. Authors include Lloyd Trump, John M. Bahner, Carl H. Peterson, and Harry I. Wigdeason.

Zweibelson, I., M. Bahnmuller, and L. Lyman. "Team Teaching and Flexible Grouping in the Junior High School Social Studies." *Journal of Experimental Education*, v 34, n 1, 1965, p 20–32.

This project utilized a new approach to teaching social studies using flexible grouping and team teaching. Control and experimental groups of 9th graders were studied with achievement tests and an attitude questionnaire. Achievement test results of the team-taught and of the control groups did not differ, but there were significant changes in attitudes. After the demonstration, the attitudes of the team-taught group toward the school, teachers, and social studies were better than those of the control groups. Team teachers felt greater improvement in group discipline, student motivation, and class participation. The authors found that team teaching offers effective ways to deal with class size and instructional task. They felt that heterogeneous grouping encourages more democratic attitudes than does homogeneous grouping.

LB1027.5 STUDENT COUNSELORS

Kokaska, Charles. "A Tool for Community Adjustment." *Mental Retardation*, v 2, n 6, 1964, p 365–369.

The successful features of an in-school work experience, part of a special education program, are described. An evaluation by counselors of the student's personality and work traits is followed by a description of counselling sessions which prepare the student for community vocational placement.

LB1028 EDUCATIONAL RESEARCH

Educational Programs: Early and Middle Childhood. *Review of Educational Research*, v 35, n 2, April 1965.

In this special issue, the following areas are discussed and their literature reviewed for a five-year period from April 1959: (1) naturalistic studies of classroom learning; (2) children's intellectual development; (3) social behavior of children; (4) teacher-pupil interaction; (5) education for disadvantaged groups; (6) reading, research, and instruction; and (7) mathematics and science programs for the elementary school years.

Kersh, Bert Y. *Directed Discovery vs. Programmed Instruction: A Test of a Theoretical Position Involving Educational Technology.* Monmouth Teaching Research, Oregon State System of Higher Education, 1964.

The author attempts to determine which process of learning is superior: (1) the highly directed (programmed) learning in which the learner is almost completely dependent on the teacher, or (2) nondirected (discovery-type) learning in which the learner must rely more heavily on his own cognitive capabilities.

New York State University, Office of Research and Evaluation. *Experimentation and Innovation: A Seven Year Report.* May 1965.

This report describes and analyzes a pioneer program in school district research sponsored by the New York State Education Department. From what was learned in seven years of experience, the report makes a number of recommendations for improving the conduct of research in public schools and for assuring greater research success.

Phi Delta Kappa, Incorporated. *Research Studies in Education.* Bloomington, Indiana: Phi Delta Kappa, Inc., 1965.

A cumulative subject-and-author index of annual monographs issued by Phi Delta Kappa. It includes doctoral dissertations, reports, and field studies in education from 1953–1963.

LB1028.5 TEACHING—MACHINES

Chambers, Barbara and John M. Schulte. "An Evaluation of Programmed Instruction." Part I and Part II. *Education*, v 85, n 3 and 4, November and December 1964, p 172–176, and 245–249.

In this two-part article the authors discuss arguments for and against the use of teaching machines. Features which have been cited as superior to other methods of instruction are examined. The limitations imposed upon the education process when a program becomes the basis for organizing school experiences are also discussed. The special problems incurred with program learning in elementary schools are considered. The authors conclude that these machines cannot take the place of teachers and textbooks.

DeCecco, J. P., ed. *Educational Technology.* New York: Holt, Rinehart and Winston, 1964.

This book of readings reviews the history and psychological theory of programmed learning. It includes an outline of research findings and a glossary of terms.

Dick, Walter. "The Development and Current Status of Computer-Based Instruction." *American Educational Research Journal*, v 2, n 1, 1965, p 41–53.

This article describes the use of digital computers as teaching machines, the manner in which the machine program, not the machine itself, does the actual teaching. It explains that the principles and assumptions involved in the use of the machines are derived from experimental psychology.

Edling, Jack V. et al. *Four Case Studies of Programmed Instruction.* New York: Fund for the Advancement of Education, 1964.

Four case studies are used to examine and analyze experiences with programmed instruction in various schools. Some of the questions examined are: What did these schools do with programmed instruction? What were their reactions to the experiences? What problems were found in putting this method to effective use? How do these schools now view programmed instruction? The Manhasset Junior High School, the Denver school system, 36 schools of the Chicago area, and the Brigham Young University Laboratory School in Utah are represented.

Lysaught, Jerome P. "Programming and the Teacher." *New York State Education*, v 52, n 4, 1965, p 18–19.

The author comments that programmed learning can have harmful or beneficial effects, depending on the situation in the classroom, and that the teacher is the principal factor. The author emphasizes the teacher's mastery of programmed instructional material.

Markle, Susan Meyer. "Individualizing Programmed Instruction: The Programmer." *Teachers College Record*, v 66, n 3, December 1964, p 219–228.

This article examines the manner in which individualized programmed instruction may help to fulfill the model of the ideal teacher—that of a competent and provocative tutor. The tutor concept and the use of the program is further described; types of programs for different subject matter and responses are illustrated.

Martin, John Henry. "Using the 'Computerized Typewriter' for Early Reading Instruction." *Audiovisual Instruction*, v 10, n 4, April 1965, p 309–310.

Twenty five-year-old kindergarten and mentally retarded children were taught to read on the Edison Responsive Environment Instrument machines over a period of five months at the Atkinson School in Freeport, Long Island, New York. Average time exposure was less than 30 hours per child (ranging from 22 to 36). The level of reading proficiency for the group as a whole averaged second-grade level at the close of the experiment. The study concluded that: (1) The instrument taught 20 kindergarten and mentally retarded children to read within five months. They read significantly better (1.7 months) than a control group of 20 children taught by enriched traditional methods. (2) Children with less intelligence scored as significant a gain as did bright children. (3) Negro children in the group were undistinguishable by their scores. (4) Evidence indicates that the difference between the two groups would have increased had the experiment continued.

Myers, Kent E. "What Do We Know About Programmed Instruction?" *The Clearing House*, v 39, n 9, May 1965, p 533–538.

The author presents an overview of programmed instruction and attempts to answer pointed questions concerning this emerging educational instrument. The article focuses on the Skinnerian type and the Crowder type of programming.

Richmond, William Kenneth. *Teachers and Machines: An Introduction to the Theory and Practice of Programmed Learning.* London: Collins, 1965.

The author presents an introduction to the theory and practice of programmed learning. The evolution of teaching from craftsmanship to technology is outlined. The history of programmed learning and the concepts of various contributors (Skinner, Crowder) are presented. Examples of programmed material are included.

Wodtke, Kenneth H., Harold E. Mitzel and Bobby R. Brown. *Some Preliminary Results on the Reactions of Students to Computer-Assisted*

Instruction. Proceedings of the 73rd annual convention of the American Psychological Association, 1965, p 329–330.

The authors discuss the expansion of programmed instruction by the use of digit computers as teaching machines. They emphasize that it is the machine program and not the machine that does the teaching. They classify problems currently being considered by computer-instruction research teams under the headings of cost, need for research, equipment modifications, computer languages, and psychological factors.

LB1029.C6 EDUCATION—COOPERATIVE

Hamburger, Martin. *Report of the Evaluation Study of the Municipal Cooperative Education Program*. New York City: Dept. of Personnel, City Civil Service Commission, 1965.

This report evaluates some aspects of New York's Municipal Cooperative Education Program, which attempts both to provide part-time employment for pupils from low socioeconomic groups and to keep them in school. The program provides students with supervised employment as part of their education, thus improving their work skills and their stability, and aids them in obtaining better full-time employment after graduation. The evaluation is intended to provide (1) better understanding of the program's administrative aspects and of the jobs and job experiences provided through it; and (2) a description of the students and the effects of the program on their attitudes; and the effects of the relationship between school, school experiences, and the job situations.

LB1033 TEACHER-STUDENT RELATIONSHIPS

Amidon, Edmund and Anita Simon. "Teacher-Pupil Interaction." *Review of Educational Research*, v 35, n 2, 1965, p 130–139.

Observed and categorized patterns of teacher-pupil interaction within school classrooms are described. These patterns are related to achievement, perception, and classroom climate. The relationships between teacher personality and teacher-pupil interaction are also discussed.

Reitz, Willard E. et al. "Experience, Expertness, and Ideal Teaching Relationships." *Educational and Psychological Measurement*, v 25, n 4, 1965, p 1051–1060.

This study examines the ideal relationship between teacher and student. It suggests that content area does not greatly affect this relationship, but that the expertness and experience of the teacher shape the type of relationship which the teacher sets as a goal. Experienced college teachers expressed significantly higher agreement with this finding than did inexperienced instructors.

Ringkamp, Henry. "Teacher's Self-Appraisal of Human Relations." *Catholic Educational Review*, v 62, n 2, 1964, p 100–102.

Human relations are discussed as a critical factor in the psychological milieu of a learning environment. The following relationships are analyzed: (1) teacher-to-student, (2) teacher-to-teacher, (3) teacher-to-parent, (4) teacher-to-administrator, and (5) school-to-community.

Ripple, Richard E. "Affective Factors Influence Classroom Learning." *Educational Leadership*, v 22, n 7, April 1965, p 476–480.

The author reviews some research on the influence of affective factors in classroom learning. He discusses theories about the model environment for effective classroom learning and reviews research on the characteristics that affect teacher-learner interaction.

Smith, Doyne M. and Bernice Cooper. "An Analysis of Certain Aspects of Teacher-Pupil, and Parent Opinions." *Journal of Social Psychology*, v 66, n 2, 1965, p 191–199.

The Illinois Inventory of Pupil, Parent and Teacher Opinion was administered to 8,894 teachers, pupils, and parents in 20 of Georgia's 198 school systems in order to determine how well teachers, pupils, and parents were satisfied with certain aspects of teacher-pupil relationships. Areas probed were "understanding pupils," "caring about each pupil," and the "way pupils were treated." Elementary teachers reported more favorable relationships than did high school teachers; both teacher groups reported more favorable relationships than did pupils or parents.

Turner, R. L. "Characteristics of Beginning Teachers: Their Differential Linkage With School-System Types," *School Review*, v 73, n 1, 1965, p 48–58.

This article notes that teachers who work with many working-class children must facilitate acquisition of skill subjects; teachers of predominantly middle-class students have less need to emphasize the diagnosis of learning difficulties and to organize skill subjects. The author finds that the personal-social characteristics of the teacher are important attributes of effective teaching in middle-class schools. He notes that the teacher's ability to maintain warm, friendly relationships and a favorable, democratic attitude toward pupils is also important.

LB1042.5 TEACHING—AIDS AND DEVICES

Aubrey, Ruth, ed. *Selected Free Materials for Classroom Teachers*. Palo Alto, California: Fearon Publishers, 1965.

This is an annotated list of selected free materials for use by classroom teachers. It is organized under curriculum topics and provides an index that includes both subject matter and sources. A section on "teacher aids" lists materials designed for specialized subjects.

LB1043.5 TEACHER—AID DEVICES AND VISUAL AIDS

Schultz, Morton J. *The Teacher and Overhead Projection: A Treasury of Ideas, Uses, and Techniques*. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

The varied uses of the overhead projector in the classroom are described and illustrated. The author has included subject matter which may be reproduced and used by the teacher.

LB1044 MOTION PICTURES IN EDUCATION

Schuster, John R. "The Effects of Repetitive Use of Educational Motion Picture Films on Learning." *Educational Research Bulletin*, January 1965, p 2–6.

Four groups of college freshmen and sophomores saw a series of educational films four times and found that no significant learning increment could be attributed to the repetitive use of the films.

LB1044.7 TELEVISION IN EDUCATION

Goldman, Edward H. "A Giant in Knee Pants: Educational Television." *The Clearing House*, v 39, n 1, September 1964, p 45–47.

This is an overview of the use of educational television in the classroom. The advantages outlined include: (1) master teachers made available to thousands, (2) lessons magnified and clearly seen by everyone, (3) guest lecturers available for every classroom.

Johnson, Eugene I. *Metroplex Assembly: An Experiment in Community Education*. Brookline, Mass.: Center for the Study of Liberal Education for Adults at Boston University, 1965.

A brief history of the Metroplex Assembly and a critical examination of its operation in St. Louis. The Metroplex Assembly was conceived to demonstrate a use of television in helping people of an urban area to reestablish a sense of community and to investigate fundamental values and issues related to life in urban America. The main feature of Metroplex Assembly was a series of weekly half-hour television programs, each pinpointing different aspects of an urban renewal, or of foreign policy. These programs were directed to informal discussion groups meeting at viewing posts in private homes, churches, classrooms, or neighborhood centers. An hour of discussion in the viewing posts followed the half-hour T.V. program. The discussion period was, in turn, followed by a second half-hour of television program in which a panel of experts replied to questions and comments telephoned to the station during the discussion hour. Thus, the discussion groups, scattered throughout St. Louis, were linked in a modern "town meeting." The author describes the community's role in Metroplex Assembly; he discusses implications of the assembly's work for education, for social change in the community, and for growth and development of the individual.

Stanford University. Institute for Communication Research. *Educational Television: The Next Ten Years.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

This is one of four studies designed to survey the plans of educational institutions, systems, and communities for the use of educational television, to estimate the channel allocations these plans would require if carried out, and to make engineering studies of the manner in which these needs may be met.

LB1044.9.F55 FLANNELGRAPHS

DiSarro, Lucy J. *Let's Make and Use the Flannel Board.* Minneapolis: T. S. Denison, 1965.

The author describes and illustrates ways in which the flannel board can be used in the classroom, and gives helpful hints and suggestions for beginning teachers.

LB1050 READING—GENERAL WORKS

Abrams, Jules C. "Psychological Influences on Reading." *Proceedings Annual Reading Institute*, v 3, 1964, p 27–37.

The article stresses the importance of considering the physical makeup and the cultural environment of the student when making a psychological diagnosis of reading disabilities.

Bronstein, A. J. and Elsa M. Bronstein. "A Phonetic-Linguistic View of the Reading Controversy." *Speech Monographs*, v 32, n 1, 1965, p 25–35.

This article reviews the controversy between phonetics and the look-say method. It comments that the book *Why Johnny Can't Read* created a climate enabling phoneticians and linguisticians to contribute to and attempt to improve teaching methods. It traces the controversy over methods of teaching reading from the 16th century to the present time.

Emerging Practices in Modern Reading. *Education*, v 85, n 9, May 1965.

This special issue includes: "Setting New Criteria for Teaching," by Evelyn Mae White; "Contributions of Linguistics in Teaching Reading," by Bernice Cooper; "Means of Developing Vocabularies," by Paul C. Burns; "Using the Play to Motivate Reading," by Raymond A. Lubway; and "Bringing Creative Thinking Into Play," by E. Paul Torrance.

Fay, Leo C., Weldon G. Bradtmueller, and Edward G. Summers. "Doctoral Studies in Reading, 1919 Through 1960." *Bulletin of The School of Education,* Indiana University, v 40, n 4, 1964.

This article compiles 701 studies on reading from 1919 through 1960, classifying them under 34 categories. Each category is described, and an author index is appended.

Graff, Virginia A. and Shirley C. Feldman. "Effective Reading for the Socially Deprived Child." *Journal of Rehabilitation*, v 31, n 6, November-December 1965, p 13–15.

The authors discuss ways to motivate children and to teach reading to culturally deprived, as distinct from average middle-class, children.

Lamy, Mary M. "Relationship of Self-Perception of Primary Children to Achievement on Reading," in Ira J. Gordon, ed., *Human Development: Readings in Research.* Chicago, Illinois: Scott Foresman, 1965.

These data suggest that the child's perception of himself is related to and may be a causal factor in his reading achievement.

Reading as a Social Skill. *Educational Leadership*, v 22, n 6, March 1965.

A special issue of 11 articles, including: "The Meaning of Reading as a Social Skill," by J. Hailan Shores; "The Changing Character of Basic Reading Material," by Charlotte S. Huck; "A Reading Center Program in Action," by June Slobidian; "The Influence of Linguistics," by Eldonna L. Everts; and "Evaluating Differentiation of Learning in Reading Instruction," by Jeannette Veatch. Other articles are annotated individually.

Stahl, Stanley S., Jr. *The Teaching of Reading in the Intermediate Grades.* Dubuque, Iowa: Wm. C. Brown Company, 1965.

This book gives a concise description of what should happen to a child's reading abilities as he reaches the creative and inquisitive stage of the intermediate grades. The first part of the book deals with the teaching of reading at the 4th, 5th, and 6th-grade levels. The subheadings for each level are: "Determining and Establishing Readiness," "Reading as a Mental Process," "Reading as a Process Requiring the Development of Many Skills," and "Reading as a Means of Cultivating Oral and Written Self-Expression." The last section of the book is devoted to the remedial reading program.

LB1050.5 READING—REMEDIAL

Balow, Bruce. "The Long-Term Effect of Remedial Reading Instruction." *Reading Teacher*, v 18, n 7, April 1965, p 581–590.

This paper summarized the results of three separate investigations which provide evidence on the effect of intensive remedial instruction for severely disabled readers. The investigations were conducted at the Psycho-Educational Clinic, University of Minnesota. The elements of remedial work considered were immediate growth in reading skill and continued growth after the termination of intensive tutoring. The samples consisted of boys and girls who were bright enough to achieve at average 5th- and 6th-grade levels but who were reading at the levels of 3rd grade and below. Most subjects were from middle-class background.

Byerly, C. L. and G. Whipple. "Detroit's Multiracial Reading Program." *Audiovisual Instruction*, v 10, n 4, April 1965, p 290–292.

The author describes the City Schools Reading Program developed in Detroit for the preparation of new reading materials for disadvantaged children. These materials are designed to stimulate children to learn to read, and to give students a sense of their own importance by including multiracial material and other aspects of the urban child's world. The author describes characteristics of the program, cites books used, and appraises the program.

Cohen, S. Alan. *Diagnosis and Treatment of Reading Difficulties in Puerto Rican and Negro Communities.* New York: Mobilization for Youth, Inc., December 1964.

Reading disabilities are examined in Negro and Puerto Rican communities. The author distinguishes between disabilities caused by perceptual factors, by psychosocial factors, and by psychoeducational factors. He discusses each of these areas and recommends treatment for the improvement of these disabilities.

Lloyd, Helene M. "What's Ahead in Reading for the Disadvantaged?" *Reading Teacher,* v 18, n 6, March 1965, p 471–476.

The author predicts that in the future, eight avenues of attack will be taken to meet the reading needs of the disadvantaged: (1) new tests will be developed to give a more valid picture of the disadvantaged child's capacity to learn to read; (2) all-out efforts will be made to encourage earlier language development; (3) the development of urban-oriented materials will be accelerated; (4) the preservice and inservice education of teachers in the areas of reading will be improved; (5) there will be an increase in the quality and the quantity of the special personnel provided for upgrading reading in schools in disadvantaged areas; (6) reading programs will be stabilized by the use of adequate reading records; (7) there will be more and improved research studies on beginning reading for all children, with emphasis on disadvantaged; and (8) means will be found to stretch the school day and school year in order to provide the required reading instruction time for socially disadvantaged children. The article summarizes briefly what New York City has done in this area.

Michigan State Curriculum Committee for Language Arts. *The Disadvantaged Child and the Language Arts.* Lansing, Michigan: Department of Public Instruction, 1964.

The discussion identifies characteristics of the poorer children's problems and of teaching them language arts; it recommends means for dealing with these problems. It summarizes promising practices in the language arts programs, which have developed in various communities in the state, for disadvantaged students.

Mingoia, Edwin M. "The Language Arts and Deprived Pupils." *Education,* v 85, n 5, January 1965, p 283–287.

A discussion of some aspects of inadequate school preparation that are generated by family and community disorganization and are related to language arts.

Newman, Harold. "Vocational Dropouts Evaluate Reading." *Education,* v 85, n 7, March 1965, p 432–436.

The purpose of the original study was to determine how effectively the remedial reading program at Woodrow Wilson Vocational High School in Jamaica, Queens, had served the student's academic and personal needs in and outside of school. This is a follow-up study utilizing the perceptions and opinions of 34 girls and boys who dropped out of school subsequent to receiving 12 months of remedial reading. The author suggests that the results of the study could be useful in initiating school-wide interest in the role of reading in the lives of former students.

Reading and the Underprivileged. *Education,* v 85, n 8, April 1965, p 450–506.

This special issue includes the articles: "Who Are the Disadvantaged?" by Robert Havighurst; "Materials and Methods in Reading," by Stanley Krippner; "Guiding Principles in Reading Instruction," by Paul Witty; "The Washington Program in Action," by Edith Grothbert; and "We Had a Dream—Project English," by Charles Spiegler. (Other articles have been annotated separately.) The issue also includes a selected bibliography on reading instruction for the educationally retarded and the disadvantaged.

Smith, Mildred Beattly. "Reading for the Culturally Disadvantaged." *Educational Leadership,* v 22, n 2, March 1965, p 398–403.

This paper suggests a different approach for coping with the reading deficiencies that burden many children when they begin school. The prereading experiences and the speaking and listening vocabularies of these children are discussed. The causes of their inadequacy are examined. The author suggests that children need to build ideas and concepts through intellectual stimulation, and to develop oral language facility. An effective reading program must include both direct and vicarious experiences. The second part of the article is devoted to involving parents in the preschool program.

Staats, Arthur W. and William H. Butterfield. "Treatment of Nonreading in a Culturally Deprived Juvenile Delinquent." *Child Development,* v 36, n 4, 1965, p 925–942.

An application of reinforcement principles of reading were used with a 14-year-old Mexican-American delinquent boy who had a second-grade reading achievement and a long history of school failure and misbehavior. As a result of 40 hours of reading training, with a token system of reinforcement, over a 4½-month period, his reading achievement increased to the 4.3-grade level, he passed all courses for the first time and his misbehaviors in school ceased.

Strang, Ruth May. *Understanding and Helping the Retarded Reader.* Tucson: University of Arizona Press, 1965.

This book, presenting the proceedings of an Arizona Reading Conference, deals with the reading development and the reading difficulties of the following groups: (1) retarded readers who possess potential ability to read better; (2) emotionally disturbed children; (3) children from non-English-speaking homes; and (4) mentally retarded pupils. The book attempts to distinguish the individual differences in reading performances among pupils, and to increase the teacher's skill in identifying, diagnosing, and understanding the multiple causes of reading problems. It gives some recommendations for helping pupils to overcome reading handicaps.

Strudholme, Janice MacD. "Group Guidance With Mothers of Retarded Readers." *The Reading Teacher,* v 17, 1964, p 528–530.

Six mothers volunteered to attend two hour-long group sessions while their sons were attending reading classes. The mothers reported that because of the group sessions, they experienced less isolation and shame, greater patience and understanding of their sons' difficulties, more relaxation, changes in disciplinary procedures, and a greater understanding of the complexity of the reading process. Teachers reported great improvement in attitude for four boys during the period of their mothers' attendance and little improvement after termination of group sessions for mothers. These four boys also showed great improvement on reading tests.

LB1051 EDUCATIONAL PSYCHOLOGY—LEARNING ABILITY

Allport, Gordon W. "Crises in Normal Personality Development." *Teachers College Record,* v 66, n 3, December 1964, p 235–241.

The author describes some of the crises that take place in the normal personality development process and notes the teacher's lack of influence on this process. He charges that this lack is due to the teacher's reliance on a "theoretical orientation that emphasizes external sources of motivation."

Bailey, John A. and Rosemarie V. Robertson. "Students' and Teachers' Perceptions of Student Problems." *Personnel & Guidance Journal,* v 43, n 2, 1964, p 171–173.

Eight pupil problem areas were studied in junior high students to assess their degree of personal concern. The authors found that junior and high school students are more concerned and anxious about vocational educational planning than their teachers believe. School counselors were seen by both teachers and pupils as being helpful in this area.

Belmont, Herman S. "Psychological Influences on Learning." *Proceedings Annual Reading Institute*, v 3, n 15, 1964, p 15–26.

A discussion of "learning" as an integral part of all development and psychological growth. The author says that the structure and dynamics of all matters related to this development will influence the child's adaptation to life and his learning capacity.

Benincasa, Benjamin D. "Toward a Better Understanding Between Psychologist and Teacher." *New York State Education*, v 52, n 2, 1964, p 8–9.

The author discusses the necessity of a fluid, two-way communication between the school psychologist and the teacher. He illustrates how such communication can be made effective. Emphasis here is on assisting the teacher to understand the problem child in the classroom.

Freedman, Philip I. "Race as a Factor in Persuasion." *American Journal of Orthopsychiatry*, v 35, n 2, March 1965, p 268.

This experiment was designed to determine whether middle-class Caucasian college students would be more amenable to persuasion by Negro than by Caucasian college instructors. The underlying hypothesis was that the Negro instructor representing a race-class combination unusual to the students, would be more effective than his white colleague. The subjects were Hunter College students in two sections of an introductory course in education, taught by the author. Each of the two sections listened to an appeal to volunteer for a special education sequence which would prepare them for service in a "tough" school populated by Negroes and Puerto Ricans. The first section heard a Negro instructor, the second a Caucasian instructor. Students were then asked to respond to questions relating to their evaluation of the idea and their willingness to participate. They were also asked to rate the instructor's personality and quality of communication. The Negro professor was more successful in eliciting willingness to participate, and the Caucasian professor received a higher evaluation of personality and communication. It was inferred that the combination of a Negro who is also a professional proved to be a strong factor in persuasion.

Friedman, Norman. "The Schools and the Defeat of the Child." *Main Currents in Modern Thought*, v 21, n 4, 1965, p 82–89.

The author discusses Neill's Summerhill experiment with a school for adolescents, operated on the basis of self-regulation and democratic school government. He comments that the schools in our society are shaped by the needs of passivity and punctuality in today's industrial-commercial society. He maintains that children rebel against this, and that delinquency, neuroses, and psychoses result.

Kaye, M. E. "Educational Psychology: A Guide to Decision Making in Teaching." *Journal of Education*, v 5, n 1, 1965, p 25–31.

The role of educational psychology in decision making involves recognizing the problem and deciding on a course of action. This article suggests that there is a need for more teachers to adopt the resources of educational psychology. Observation, systematic inquiry, investigation, and interpretation should be used in addition to the research findings in educational psychology. The author suggests that many solutions to classroom problems are based on "common sense," and he concludes that both common sense and educational psychology should guide teachers in solving classroom and teaching problems.

Reynolds, Maynard C. "The Capacities of Children." *Exceptional Children*, v 31, n 7, 1965, p 337–343.

Educators often predict capacities of children in terms of IQ scores and achievement. But the author suggests that many different capacities of children can be reorganized if the teacher takes diverse circumstances into account.

Stephens, John M. *The Psychology of Classroom Learning*. New York: Holt, Rinehart and Winston, 1965.

This book is concerned with learning theory and its classroom application. The author discusses the child's development outside of the school and the promotion of learning in the classroom (motivation, teaching machines, programmed learning, problem solving, creative thinking, character and value judgment, mental hygiene, and social development and interaction). He also considers ways of supplementing classroom teaching and discusses the teacher's own reactions to his work.

Thelen, Herbert A. "Some Classroom Quiddities for People-Oriented Teachers." *Journal of Applied Behavioral Science*, v 1, n 3, July-September 1965, p 270–285.

The author comments that the schools socialize children, shaping them into organization men and students, but they do not educate children, in the sense of education as a quest. This quest, he explains, should be voluntarily entered into after meaning is understood, but there is very little voluntary participation in most classrooms. Classroom practices are unnatural and unreasonable, and natural tendencies that might educate children are usually ignored and suppressed. Learning, he says, begins with the arousal of the individual during a confrontation and with the "give and take" in small-group interaction. Experiences of classroom practices are reported and examined to clarify these problems and to suggest coping methods.

Vosk, Jeannette S. *Clinical Study of Children Who Experience Learning Difficulty at the Outset of Their School Careers*. Presented at the 42nd annual meeting of the American Orthopsychiatric Association, 1965.

An individual psychological study of some children in a central Harlem school, considered "dull" or "slow" because they did not respond to instruction, revealed that, although the children had low test scores, there was ample evidence that most were not intellectually inadequate. The children's environments ranged from very deprived and neglectful slum families to over-driving aspiring parents. When their interest and comprehension were properly directed, the children studied became increasingly involved, sometimes with dramatic success. The author states that in order to reach and understand these children, it is necessary to use flexible instruments and procedures and to observe minute reactions. It takes time and attention to reassure and to draw out these "unmotivated" children sufficiently for them to reveal themselves. The schools verbalize these children's problems to explain and excuse their own inability to teach successfully. Instead of adapting teaching content and method to the children, they apply more of what did not succeed in the first place. Pressures are increased and the child's defenses are reinforced, thus establishing a pattern of failure and surface unconcern that is difficult to change in later years. Suggestions for improved conditions are discussed.

LB1059 VERBAL LEARNING

Edmonds, William S. "Sex Differences in the Verbal Ability of Socioeconomically Depressed Groups." *The Journal of Educational Research*, v 58, n 2, October 1964, p 6–64.

The verbal abilities of a group of poor boys and girls of like intellectual ability were appraised to discover whether (1) there are significant differences in verbal ability between the sex groups; (2) the magnitude of any difference follows the direction of greatness found by earlier research; and (3) there are significant differences on verbal ability between lower socioeconomic groups of the same sex as compared to the differences between sex groups. Subjects were 11th-grade students from 66 nonaccredited high schools in the South. Sixty-three of the schools were in rural communities where parents worked as tenant or farm laborers. Three were parochial schools requiring a small tuition. The author found no significant differences in verbal ability between boys and girls at the lowest socioeconomic level, and no significant differences between boys and girls at any level when the factor of socioeconomic status was held constant.

Mattson, Robert H. and Daniel D. Sage. *Reinforcing Effects of Differential Contingencies on Verbal Learning in Educable Mentally Retarded Children.* Eugene, Oregon: University of Oregon, 1965.

An examination of the techniques that will best facilitate the learning of reading among the educable mentally retarded. Various types of rewards for performance are studied—tangible rewards such as candy and verbal praise, abstract symbols such as an "A" grade, verbal reproof, and neutral reaction. The pupils in this study were largely bilingual and came from lower-lower and lower-middle classes.

LB1062 EDUCATION—CREATIVE THINKING

Lembright, Marlene L. and K. Yamanoto. "Subcultures and Creative Thinking: An Exploratory Comparison Between Amish and Urban American School Children." *Merrill-Palmer Quarterly,* v 11, n 1, 1965, p 49–64.

Creative thinking tests were given to 75 urban American and 43 Amish elementary school children. The two groups differed in "originality," "elaboration," and occupational aspirations. Both groups of teachers disapproved of timidity and negativism, but only urban teachers approved of "good guessing," "curiosity," and "humor."

LB1065 MOTIVATION—PSYCHOLOGY—EDUCATION

Kahn, Jack N. and Jean P. Nursten. *Unwillingly to School.* New York: Macmillan, 1964.

The authors discuss and outline three areas: (1) the physical and emotional problems of school "phobia"; (2) the psychoanalytic theory or some other theoretical framework in which these problems can be understood; and (3) the roles and conflicts of the (English) professionals who address themselves to the care of children.

Strom, Thomas, W. S. Anthony, and Roger D. Porsolt. "Ethnic and Social Class Differences in Performance for Material and Nonmaterial Rewards: New Zealand Children." *Journal of Personality and Social Psychology,* v 2, n 5, 1965, p 759–762.

This experiment tests whether Maori children will perform better for material or nonmaterial rewards. The children were compared with New Zealand children of European extraction from both middle and lower classes. The authors hypothesized that nonmaterial rewards would be more effective in middle than in lower classes. Their hypothesis was confirmed among five- and six-year-olds, but there were no significant subcultural differences among the ten- and 11-year-olds.

Torrance, Ellis Paul and Robert D. Strom, eds. *Mental Health and Achievement: Increasing Potential and Reducing School Dropouts.* New York: John Wiley & Sons, 1965.

The purpose of this interdisciplinary book is to assist school personnel, parents, and community leaders to increase their influence on the well-being of tomorrow's adult. The contributors (lay and professional writers with diverse backgrounds who were involved in programs for improving home, school, and community influences on child development) were assigned topics concerning personal development. The text is divided into three principal parts, each of which concerns a different environmental context: (1) the ways in which family, community and peer groups exert influences that retard or advance positive attitudes, self-concept, and aspiration; (2) the changing function of the school and its personnel; and (3) classroom programs of curriculum innovation, new understanding about teaching, the learning process, and workable techniques of evaluation. The emphasis is on poor children and slow learners—those for whom the prospect of mental health and achievement is least likely.

LB1091 LEARNING DISORDERS

Coleman, James C. and Malathi Sandha. "Intelligence Level and Background Factors in Learning Disorders." *Psychological Reports,* v 17, n 1, 1965, p 69–70.

Background variables were related to the intelligence level of 364 students referred to a university remedial clinic. Differences found among the referred students included: family background, health history, and behavior problems.

Stogdill, Charles G. "School Achievement, Learning Difficulties and Mental Health." *Canada's Mental Health,* v 48, n 1, 1965, p 1–17.

These data suggest that behavioral and other symptoms, such as conceptual, perceptual, and emotional difficulties, can be helped in school, if teachers study and make an effort to recognize them. These symptoms are listed and explained.

LB1131 STUDENT ADJUSTMENT—SCHOLASTIC ACHIEVEMENT

Elliott, Merle H. and Alden W. Badal. "Achievement and Racial Composition of Schools." *California Journal of Educational Research,* v 16, n 4, 1965, p 158–166.

The performances of some 4,700 5th graders in reading, mathematics, and writing were measured and related to the racial composition of schools. The authors found that reading performance was not related to the racial composition, but that higher scores in math tended to be made in schools with lower percentages of Negroes.

Green, Robert L. and William W. Farquhar. "Negro Academic Motivation and Scholastic Achievement." *Journal of Educational Psychology,* v 56, n 5, October 1965, p 241–243.

Negro and white high school students, selected at random from a wide range of socioeconomic environments, were tested for verbal aptitude, academic achievement, and academic motivation. With the exception of Negro males, all students showed significant correlations between verbal aptitude and academic achievement.

Jones, Johnny L. "Assessing the Academic Achievement of Negro Students." *The Clearing House,* v 39, n 2, October 1964, p 108–112.

The author notes that academic achievement of Negro students on standardized tests is usually poorer than that of non-Negro students, and that these tests serve as the major basis for placement in schools and for admission to colleges. He offers several approaches to solve this problem.

Mackler, Bernard, Thelma P. Catalano, and Dana W. Holman. *The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children.* New York: Teachers College, Columbia University, 1965, mimeo.

This study compares successful elementary school pupils from low-income households in the depressed neighborhood of an urban area with average or failing pupils from the same setting. Its major purpose is to document different patterns of personal and social development and to relate these patterns to scholastic performance among poor children. The authors examine the pupil's own desires to do well academically, and the ways in which he wishes to relate these desires to interpersonal relations.

Mills, Helen D. "Identifying Factors in the Adjustment of Children Entering First Grade." *Educational Research Bulletin*, January 1965, p 19–20.

Twenty-five per cent of the best and least adjusted 1st-grade pupils were selected by teachers from two elementary schools (one was in a depressed area) to determine identifying factors in the adjustment of children entering this grade. Chi-square tests showed that their adjustment was related to kindergarten attendance, family size, sex, CA, MA, and a reading readiness test.

Rolcik, John W. "Scholastic Achievement of Teenagers and Parental Attitudes Toward and Interest in Schoolwork." *Family Life Coordinator*, v 14, n 4, 1965, p 158–160.

The author examines the relationship between parents and their teenagers' interests in schoolwork and their grades. Questionnaires were administered to 10,000 junior and senior high school students over a three-year period. A significant relationship was found between scholastic achievement and parental interest in a "happy, complete" home.

LB1134 LEARNING DISABILITY

Grotberg, Edith H. "Learning Disabilities and Remediation in Disadvantaged Children." *Review of Educational Research*, v 35, n 5, 1965, p 413–425.

This article reviews the research on factors associated with learning disabilities and remediation among disadvantaged children. Such factors include: intelligence, school achievement, reading retardation, linguistics and language patterns, perception, conception, cognition, vocabulary, and the cumulative effects of social and cultural background. The author also discusses the research of programs and experiments on remediation, the development of a theoretical system within which research on remediation is examined, and the role of teachers.

LB1135 EDUCATIONAL PSYCHOLOGY—ADOLESCENCE

Coleman, James S. *Adolescents and the Schools.* New York: Basic Books, 1965.

The essays in this book examine some problems that beset secondary education. The author briefly surveys the tortuous path that secondary education has followed in the United States. He examines constraints, pressures, and demands on adolescents, and examines the manner in which adolescent subcultures vary from school to school. The role athletics plays for adolescents, for schools, and for communities is explored. An assessment is made of the current state of the American economy as it relates to education. The author asks, "What should adolescents learn in order to be able to subsist in modern society?" "How can education be so organized that they do learn this?"

Stinchcombe, Arthur L. *Rebellion in a High School.* Chicago: Quadrangle Books, 1965.

The author examines three factors which he feels relate to adolescent rebellion in an American high school. These are: (1) social—the degree of articulation between the high school curriculum and the labor market; (2) cultural—the degree to which the student is willing to accept the concept of "adolescent inferiority"; and (3) psychological—the exposure to failure of a student with deeply internalized success norms.

LB1140 EDUCATION—PRESCHOOL—NURSERY SCHOOLS

Deutsch, Martin. "What We've Learned About Disadvantaged Children." *Nation's Schools*, v 75, n 4, April 1965, p 50–51.

The author recommends steps to be taken in starting a preschool program for disadvantaged children. He briefly discusses the role parents should play in it, and the way to find children who need help most.

Douglas, J. W. B. and J. M. Ross. "The Later Educational Progress and Emotional Adjustment of Children Who Went to Nursery Schools or Classes." *Journal of Educational Research*, v 7, n 1, 1964, p 73–80.

Eight-year-old children who attended local nursery school or classes at age four scored slightly higher in tests of ability and school performance than children who did not attend nursery school. The authors found, however, that nursery school attendance does not guarantee better than average behavior, or emotional adjustment, or less delinquency in life.

Goldsmith, Cornelia. "Developments in Preschool Education and Implications for Philosophy and Practice in Day Care." *Journal of Jewish Communal Service*, v 42, n 2, 1965, p 192–197.

The author discusses the importance in the early years of childhood of preventive efforts, such as those undertaken by Project Head Start. She is concerned that programs may tend to segregate impoverished children from their more fortunate peers and suggests means for overcoming this disadvantage.

Gray, Susan W. and Rupert A. Klaus. "An Experimental Preschool Program for Culturally Deprived Children." *Child Development*, v 36, n 4, 1965, p 887–898.

Through intensive summer work and weekly home visits, an attempt was made to offset retardation commonly observed in the schooling of young children by developing attitudes and aptitudes conducive to school achievement. Tests of intelligence and language showed significant gains among these children prior to the opening of school.

Harms, T. "Including Parents in the Nursery Program Is Basic." *Young Children*, v 20, n 2, November 1964, p 70–75.

The author discusses the necessity of including parents in a nursery program so that the young child's life may remain a unit in which all parts function harmoniously. He maintains that the parent should not be treated as an isolated individual by the school. Activities are described in which parents are encouraged to participate (such as an open house in which they learn about play materials, and the educational program and its philosophy). Parents are encouraged to observe and participate during the course of school day. The author discusses cooperatives and focuses on the education of the parent.

"How Districts Should Start Preschool Programs." *Nation's Schools*, v 75, n 4, April 1965, p 49–56.

Three authorities share their experiences in developing preschool programs for the disadvantaged child in public schools. Their articles are: "What We've Learned About Disadvantaged Children," by Martin Deutsch; "How to Start a Preschool Program Without Waiting," by Allan S. Hartman; and "These Mistakes Can Weaken Preschool Programs," by Gene C. Fusco.

IRCD Bulletin. v 1, n 2, March 1965. New York: Project Beacon, Graduate School of Education, Yeshiva University.

This leaflet contains a selected bibliography of preschool programs for socially disadvantaged children.

Kerckhoff, R. K. "Race and Social Class as Opportunities for Early Childhood Education." *Young Children,* v 20, n 6, September 1965, p 357–362.

The author considers the quantity and quality of "direct teaching" about social-class differences which a nursery school, kindergarten, and primary grades should sponsor. He asks whether the compensatory programs provided for one social class alone create a dichotomized system of early childhood education in America (preschools for middle-class children versus cultural-transfusion-station preschools for poor children).

Lipchik, Margaret. "Saturday School for Mothers and Preschoolers: Washington, D.C." *The National Elementary Principal,* v 44, n 2, November-December 1964, p 29–31.

This article describes a two-hour Saturday morning program for preschool children and their mothers. The Saturday school is staffed by volunteer nursery and elementary school teachers and by an administrator and a social worker. It proposes to help mothers of young children to develop a better understanding of those aspects of child behavior which "concern and puzzle them." The program attempts to prepare the children for the beginnings of formal education. Emphasis is placed on the development of acceptable social relationships, good work habits, an interest in books and in reading, visual and auditory discrimination, and a growing awareness of the world. Parents and children work together on some occasions, but separately at other times.

Mary Xavier, Sister. "Teachers' Reactions to Project Head Start." *Catholic School Journal,* v 65, n 8, October 1965, p 41–43.

The author discusses Head Start programs which were generally under the direction of local counties and school boards. A number of these programs were held in Catholic schools and taught by qualified sisters of various religious orders. These schools had to insure that there would be no religious instruction or worship, and no books or materials with religious content in the program. The author describes the reactions of these sisters to the Head Start project.

Millichamp, Dorothy A. "Preschool Development and Mental Health." *Bulletin, Institute of Child Study,* v 26, n 3 and 4, 1964–65, p 2–7.

The author reviews several approaches to an understanding of child development, elaborating the mental health approach of Blatz, et al. She outlines longitudinal preschool studies being carried out at the institute.

Phelps, D. W. "Parent Perceptions of Cooperative Nursery School Evening Meetings: Implications for Professional Education." *Adult Leadership,* v 14, n 3, September 1965, p 87–88.

The present report is part of a larger investigation which dealt with parents' perception of their cooperative nursery school teachers' behavior in the classroom. This study involves two nursery schools in Berkeley, California, that provide play and social activity for preschool children and that also work with adults to increase their proficiency as parents and their knowledge of child growth and behavior. The study was undertaken to determine parents' perceptions of the evening meetings in which a variety of adult-centered activities were discussed. Forty-one mothers and 12 fathers were interviewed. Over half of the participants expressed dissatisfaction: most of these believed that the teacher neither planned a specific agenda, nor supplied more than token direction in the meetings. They also felt that the school meetings were dull and contributed little to their knowledge nor to questions about child raising. The study demonstrated a need for exciting and stimulating adult education.

"Preschool Program." *Saturday Review,* v 48, December 18, 1965, p 58–62 +

This issue includes three articles on Head Start: "Head Start to Where?" by Fred M. Hechinger, which describes the concept, the program, and some of its effects; "Head Start in West Virginia," by Bill Francois; and "Head Start in Suburbia," by Jill Nogy, about a program in middle-class, 99 per cent white, suburban town of Yorktown, New York.

Smilansky, Sarah. "Promotion of Preschool, Culturally Deprived Children Through 'Dramatic Play'." Presented at the 42nd annual meeting of the American Orthopsychiatric Association, New York, 1965.

The objective of this study was to develop the cognitive abilities and basic information skills of culturally deprived preschool children, and to modify their attitudes through "dramatic play." "Dramatic play" is described as that form of children's play in which a minimum of two children participate, spontaneously acting out a theme drawn from their own experience, without formal organization by an adult. Observations were made by five field workers in 36 kindergarten classes in which children ranged from three to six years of age. Eighteen of the classes were composed of children of upper- and middle-sociocultural European background, and the other classes were composed of children from a low-sociocultural Middle Eastern background. Differences between the two groups were found in character and context of play and linguistic ability. This study was conducted at the Szold Institute for Child and Youth Welfare, Jerusalem, Israel.

Spodek, Bernard. "Poverty, Education, and the Young Child." *Education Leadership,* v 22, n 8, May 1965, p 593–603.

The author discusses the development of preprimary educational programs for children of poverty. He comments on the justification of these preschool programs by presenting research and evidence from Piaget, Hunt, Almy and Bloom, Deutsch, Hess, etc. He concludes with a discussion of some of the present preschool programs in operation in Baltimore and New York.

Wolff, Max and Annie Stein. *Factors Influencing the Recruitment of Children Into the Head Start Program.* Yeshiva University, Ferkauf Graduate School of Education, summer 1965.

This study was undertaken to examine some of the factors that influence parents to enroll their children in the Head Start Program. The three centers that had the best recruitment record and three that had the poorest recruitment record were selected. Two hundred and forty-four families (half were Head Start and half non-Head Start) were asked how they heard about the program and why they decided to send or not to send their children. Findings indicate that while there is similarity between Head Start and non-Head Start children's families, the non-Head Start families have a higher percentage in the $5–7,000 income bracket, and a lower percentage in the $3–5,000 income bracket than the Head Start families. Non-Head Start families tended to have fewer children and fewer people on welfare than did Head Start families. Non-Head Start fathers and mothers had a higher educational background. (Mothers in both groups tended to be better educated than fathers.) Sixty per cent of the non-Head Start parents interviewed had not sent their children to Head Start simply because they had never heard of it or had heard too late to register their children.

Wolman, Thelma G. "A Preschool Program for Disadvantaged Children —The New Rochelle Story." *Young Children,* v 21, n 2, November 1965, p 98–111.

A description of the pilot preschool program set up by the New Rochelle Community Action Committee for poor 3½ and 4½ year-old children. The author describes in detail pupil selection, transportation, staff, community relations, the parent-school program, classroom content and curriculum development. A 45-item bibliography is included.

LB1141 KINDERGARTEN

Beard, Virginia. "Mathematics in Kindergarten." *Education,* v 85, n 7, March 1965, p 439–441.

An experienced kindergarten teacher suggests interesting and effective ways of presenting mathematics to children of kindergarten age.

Margolin, Edythe. "Who Leads the Kindergarten Subculture?" *Educational Horizons*, v 43, n 3, spring 1965, p 88–92.

The author examines kindergarten classroom culture in order to understand the complexities of the teacher's task.

New York State University. *Research Studies on Kindergarten Education.* Albany, N.Y.: New York State Education Department, 1964.

This annotated bibliography of research studies on kindergarten education made between 1923 and 1964 is divided into four sections: (1) values in kindergarten education (adjustment, achievement, etc.), (2) entrance age, (3) the implications of beginning reading for kindergarten educators, and (4) research on intellectual development and learning.

Olson, James L. and Richard G. Larson. "Culturally Deprived Kindergarten Children." *Educational Leadership*, v 22, n 8, May 1965, p 553–558.

This article describes the curriculum structure and implementation of a project in Racine, Wisconsin, representing one approach to the culturally deprived kindergarten child. The authors base subject selection and curriculum development on dimensions of cultural deprivation which they define as having the most notable effects on school children. These are: language development, self-concept, social skills, and cultural differences.

Robinson, Helen F. and Bernard Spodek. *New Directions in the Kindergarten.* New York: Teachers College Press, 1965.

This book considers new directions in kindergarten practices that must be taken to provide appropriate programs for today's children. The authors show that (1) five-year-old children's need for concrete, manipulative experiences and for self-involvement in dramatic play can bring learning with everyday experiences; (2) experiences with people, events, and materials in their immediate environment can cause significant language and concept development for children; and (3) certain kinds of direct teaching-learning experiences (when kept in careful balance with other kinds of experiences) can be fruitful and appealing to children. The authors discuss units of study and concept in such areas as geography, history, economics, science, mathematics, and social science. They also examine the role of the teacher.

LB1537 EDUCATION—PRIMARY—SEATWORK

Lazarus, Phoebe W. and Harriet Carlin. "Cutting: A Kinesthetic Tool for Learning." *Exceptional Children*, v 31, n 7, 1965, p 361–364.

The authors suggest that the experience of cutting contributes to eye-hand coordination, visual perception, and spatial meanings. The use of scissors is recommended "as a tool, a motivating device, an aid to retention, a tracking tool, and a means to provide visible and tactile answers." The authors give steps for teaching beginners to cut.

Torrance, Ellis Paul. *Rewarding Creative Behavior: Experiments in Classroom Creativity.* Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

The purpose of the studies described in this volume is to formulate, develop, and test principles for (1) creating an environment that places a high value on creativity; (2) guiding the evaluative behavior of teachers, counselors and administrators; and (3) helping children to evaluate and think creatively. The book shows educators why they should be concerned about encouraging creative behavior and achievement, outlines a strategy for investigating problems related to the rewards of creative behavior, and describes basic problems of measuring creative behavior. The studies are grouped in three sets which discuss: (1) the ways in which the immediate environment can reward creative behavior; (2) the evaluative behavior of the classroom teacher; and (3) attempts to help children place more value on their own ideas. The appendix includes descriptions of the instruments used for measuring the kinds of performances studied and a collection of ideas for developing creative thinking abilities through the language arts.

LB1555 EDUCATION—ELEMENTARY

Holt, John. *How Children Fail.* New York: Delta Books, 1965.

In the form of a number of memos, this book presents the author's experiences, over a three-year period, of teaching in and observing the methods of elite midwest private schools. The memos have been arranged under four topics: "Strategy," "Fear and Failure," "Real Learning," and "How Schools Fail." The author is concerned not only with the penalties for failure in a success-oriented culture, but also with the failure of students to develop more than a fractional part of their learning capacity.

LB1570 EDUCATION—CURRICULA—ELEMENTARY

Fields, Ralph, John W. Mastin, and James P. Walsh. "Educational Programs." *Review of Educational Research*, v 35, n 4, 1965, p 292–303.

This article discusses the persistence of curriculum development, and the general nature of unrest in education. It gives evidence that experimentation and research claim too much attention on the part of instructional leaders.

LB1573 READING—ELEMENTARY

Bliesmer, Emery P. and Betty H. Yarborough. "A Comparison of Ten Different Beginning Reading Programs in First Grade." *Phi Delta Kappan*, v 46, n 10, June 1965, p 500–504.

This article describes the attempt of one Virginia school division to determine the relative effectiveness of each of ten different approaches or programs for the teaching of beginning reading. The study involved 596 pupils from 20 classrooms in four of the 20 elementary schools in a suburban Virginia city. The examined programs included: the "A B C, Betts Basic Readers" (1963, American Book Corporation), the "Phonetic Keys to Reading" (1963, Economy Comp.), the "Ginn Basic Readers, revised" (1959, Ginn), the "Reading for Meaning Series, third ed." (1963, Houghton Mifflin), "Basic Reading" (1963, J. B. Lippincott), "Programmed Reading" (1963, Webster Division: McGraw-Hill), "The New Basic Readers" (1962, Scott Foresman), and "Structural Reading Series" (1963, L. W. Singer). Two other approaches involved the use of many different books but no specific set of commercially prepared books or materials, and an individualized approach supplemented with "Reading Laboratory One (A)" and "Reading Laboratory One: Word Games," by Science Research Associates.

Johnson, Alice and Laura M. Carrithers. "Can an Individualized Reading Program Be Practiced in First Grade?" *Educational Horizons*, v 43, n 2, winter 1964, p 55–62.

Most current reports about the individualized reading program discuss its use above the first grade. This experiment, carried out with 1st-grade children at the Good Hope School in Glendale, Wisconsin, focuses on the question of whether first graders can begin immediately on a program of self-selection or whether they first need a common basic vocabulary.

Jones, Kenneth J. "Colour as an Aid to Visual Perception in Early Reading." *British Journal of Educational Psychology*, v 35, n 1, 1965, p 21–27.

This article describes the results of an investigation of the value of color as an aid to the visual discrimination of words and letters. Nursery school children were given a pair of matching tests, both in color and in black and white. The students scored much higher on the colored version and also preferred it. There were no significant sex differences.

Robinson, H. Alan. *Recent Developments in Reading.* Chicago: The University of Chicago Press, v 27, n 95, 1965.

This volume presents the proceedings of the 28th Annual Conference on Reading. The Conference examined the significant role reading plays in our society. Recent developments in materials and procedures were explored and evaluated, with particular emphasis on the roles of linguistics in reading instruction, and in reading in the content areas. The author also traces the development of effective and flexible readers, and he concludes with a review of the present status and a look into the future of reading instruction. The last chapter cites noteworthy books, published since the 1964 reading conference, for elementary, junior, senior high school, and junior college students.

Rodgers, Edwin R. *Johnny's Reading Skills.* St. Petersburg, Florida: Johnny Reads, Inc., 1965.

A reference book for teachers, students, parents, and others interested in reading development and improvement.

Stern, Catherine and Toni S. Gould. *Children Discover Reading: An Introduction to Structural Reading.* New York: Random House, 1965.

The authors describe a new method which has been tested and is being used to teach reading to young children, including those from disadvantaged backgrounds, and also to older children who have special reading problems.

LB1585 SCIENCE—ELEMENTARY

Hedges, William D. and Mary Ann MacDougall. *A Comparison of Three Methods of Teaching Elementary School Science Involving Programmed Learning.* Charlottesville, Virginia: University of Virignia, 1965.

These are the results of a four-year investigation into the efficacy of applying programming techniques to elementary-level science teaching. The study examined two major questions: (1) Is programmed learning within the context of modern elementary curriculum theory? (2) If so, which of these approaches might be more effective? Three methods of programmed learning were compared at the 4th-grade level: (1) programmed science materials with student performance in the laboratory, (2) programmed science materials with students reading about laboratory activities, and (3) a textbook format with teacher demonstrations of laboratory activities. The authors found that programmed science experience, coupled with student-performed experiments, may be a valuable adjunct to modern elementary school science programs. However, the study did not demonstrate that this approach is superior to conventional teaching methods.

LB1607 HIGH SCHOOLS—UNITED STATES

Baeumler, Walter L. "The Correlates of Formal Participation Among High School Students." *Sociological Inquiry*, v 35, n 6, spring 1965, p 235–240.

This paper examines the voluntary associations among high school students. It focuses on (1) the extent to which middle- and working-class adolescents are affiliated with and involved in formal organizations, (2) whether this affiliation is a family characteristic, and (3) whether childhood involvement with an association is related to subsequent adolescent membership in formal groups The author examined 105 high school students in Nebraska. He found that, while middle-class children were more likely to be affiliated than working-class children, the difference was not great. There was, however, a significantly larger number of middle-class children holding office.

Flanagan, J. C. et al. *The American High School Student.* Pittsburgh, Pa.: Project TALENT Office, University of Pittsburgh, 1964.

This volume presents documented, detailed information about the American high school student of 1960. Findings were derived from a two-day comprehensive battery of tests and questions administered to 440,000 students in the 9th through 12th grades in 1,353 public, private, and parochial schools throughout the United States. The authors found that (1) there were so many differences in ability within grades compared to differences between grades, that staffs should encourage individualized instruction to the maximum possible extent; (2) average students did not gain sufficient experience in problem solving; and (3) the actual achievement of 12th graders reflected their ability level more realistically than did the expectations of their parents and friends.

Friedenberg, Edgar Z. *Coming of Age in America: Growth and Acquiescence.* New York: Random House, 1965.

This is a critical analysis and interpretation of the impact of an "equalitarian" culture on the nation's youth. It studies American adolescence in the context of the high school. Data were collected from interviews and observations of high school students.

Glatthorn, Allan A. and Carl J. Manone. "The 9–10 School: A Novelty or a Better Answer?" *Educational Leadership*, v 23, n 4, 1965.

This article explores the idea of the freshman-sophomore intermediate high school, examines the manner in which the "9-10 school" meets some special needs of the teenager, makes a critical appraisal of its advantages and disadvantages, and discusses some practical approaches to special problems that ensue from the 2-2-2 pattern of secondary school organization.

Hyman, Bernard and Marion L. Stephens, Jr. "Differences in General Persuasibility to Peer Group Pressure Between Catholic High School and Public High School Students." *Journal of Social Psychology*, v 66, Part 1, June 1965, p 73–78.

The authors define "general persuasibility" as that personality factor that is responsible for "a person's readiness to accept social influence from others irrespective of what he knows about the communicator or what the communicator is advocating." This study explores the relationships between the authoritative Catholic school culture and persuasibility among Catholic secondary school students; it contrasts these relationships with those of public secondary school students.

Wright, Grace S. *Subject Offerings and Enrollments in Public Secondary Schools.* Washington, D.C.: U.S. Office of Education, 1965.

This survey of high school subjects was designed to provide information concerning (1) the subjects offered in public schools in each of the 50 states and in the District of Columbia, (2) the number of schools offering each subject, (3) the number of pupils taking the subjects, (4) the relation of the size and type of the school to its subject offerings, and (5) trends in subject enrollments as compared to previous surveys. Data were obtained from questionnaires mailed to 12,292 secondary schools (approximately a 50 per cent sample of schools found in *Directory of Public Secondary-Day Schools*).

LB1619.S4 HIGH SCHOOLS—SAN FRANCISCO

Krauss, Irving. "Sources of Educational Aspirations Among Working-Class Youth." *American Sociological Review*, v 29, n 6, December 1964, p 867–879.

These data on 387 working-class and 267 middle-class high school seniors in the San Francisco Bay area were obtained through a precoded questionnaire which probed the sources of educational aspirations among working-class youngsters, concentrating on five areas: (1) discrepant situations in the family of educational orientation; (2) the experiences of family members and friends; (3) the relative status of the working-class family; (4) the influence of peers and participation in school culture; and (5) the working-class student's attitudes and middle-class values.

LB1622 MIDDLE SCHOOLS

Alexander, W. M. and E. L. Williams. "Schools for the Middle School Years." *Educational Leadership,* v 23, n 3, December 1965, p 217–223.

The article begins by discussing points of view of scholars and researchers concerning the concept of the middle schools. The authors propose and give some guidelines for a model middle school. They present a curriculum plan in three phases: (1) learning skills; (2) general studies; and (3) personal development. They outline an organization for instruction and emphasize that the basic instructional unit of a middle school be the individual. They note that not all students in the middle school should be expected to progress at the same rate or depth; neither should they be expected to be at the same graded level in all studies.

Murphy, Judith. *Middle Schools.* New York Educational Facilities Laboratories, 1965.

The individual schools examined vary in their implementation of the "middle school" concept: some follow the middle school pattern of grades from five to six to eight; some include grade nine in this scheme; and some follow other patterns such as grades 7-8 or the traditional 7-8-9.

National Education Association. *Elementary-School Organization.* Washington, D.C.: National Education Association Research Division, Research Memo 22, September 1965.

This memo discusses vertical organization, the plan by which pupils move upward in the elementary schools. Topics discussed include the number of school years covered by the elementary school, innovations such as non-grading, the dual progress plan, multigrading, and the middle schools. It also examines the extent to which kindergartens and nursery schools are maintained as part of the public school system.

National Education Association. *Middle Schools.* Washington, D.C.: National Education Association, Educational Research Service Circular, no. 3, 1965.

An examination of middle school plans in 20 school systems throughout the country. Includes descriptions of school plants and grouping practices, and discusses the advantages of middle school organization.

"The Nation's School of the Month." *Nation's Schools,* v 76, n 5, 1965, p 61–67.

This article describes a middle school in Barrington, Illinois, which houses grades six to eight. It describes the physical aspects of the school in detail and discusses middle school curriculum, teachers, and administrative activities. The design of building is illustrated.

LB1623 JUNIOR HIGH SCHOOLS

Hull, J. H. "Are Junior High Schools the Answer?" *Educational Leadership,* v 23, n 3, December 1965, p 213–216.

The author comments, "The junior high school is one of America's educational blunders." He presents arguments about the concept of junior high schools and points to their weaknesses and disadvantages.

LB1715 TEACHERS—TRAINING—UNITED STATES

Cartwright, William H. "The Teacher in 2065." *Teachers College Record,* v 66, n 4, January 1965, p 295–304.

This article considers some changes that may take place in the teaching profession by the year 2065. The author concentrates on the preparation of teachers, their tools, and the milieu in which they carry out their responsibilities.

Chandler, B. J. "Institute for Teachers of Disadvantaged Youth." *Phi Delta Kappan,* v 47, n 2, October 1965, p 77–78.

The author describes a seven-week Institute of Advanced Study for teachers, principals, and supervisors of disadvantaged youth, conducted at Northwestern University. The program was designed with the following objectives in mind: (1) to increase the participants' ability to develop each pupil's own sense of his worth or potential; (2) to encourage a spirit of not admitting hopeless situations; (3) to enhance pedagogical skills; and (4) to increase understanding of formal and informal community organizations and of the resources available to teachers and administrators.

Correa, H. "Quantity Versus Quality in Teacher Education." *Comparative Education Review,* October 1964, p 141–145.

The author analyzes the conditions under which the cost of more qualified teachers does not justify the additional expenditures required to provide them.

Downing, Gertrude L. et al. *The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods.* Flushing, New York: Queens College, 1965.

Problems for beginning school teachers in depressed-area junior high schools are examined. The modifications which would more effectively prepare teachers for work in these secondary schools are discussed. Problems arose from teachers' lack of understanding of lower-class culture, from a lack of courses appropriate to the abilities and needs of the children, from a lack of individualized instruction, and from the strains of functioning under the schools' conditions. A school-within-a-school was created in which three teachers and a coordinator worked with three classes of children for three years with significantly good results.

Haubrich, Vernon F. "The Culturally Disadvantaged and Teacher Education." *Reading Teacher,* v 18, n 6, March 1965, p 499–505.

The author stresses the importance, in preparing students for teaching the disadvantaged, of noting the crucial differences between the former immigrant and the present-day in-migrant. Colleges today have a dual problem in preparing teachers for service in poorer areas. On the one hand, they must prepare teachers for the children. On the other hand, teachers who are themselves ambitious to rise in society do not welcome the challenge of teaching in the disadvantaged areas. The sociological, anthropological, and political issues which arise in disadvantaged areas are not always understood by teachers. The author presents seven guidelines for establishing effective teacher-education programs for poorer areas.

Mori, TaKaKo. "Structure of Motivations for Becoming a Teacher." *Journal of Educational Psychology,* v 56, n 4, 1965, p 175–183.

This study was designed to investigate the motivations for becoming a teacher and to explore the construction of better instruments for measuring such motivations.

LB1715 TEACHERS—TRAINING—UNITED STATES (con't)

Nash, Curtis et al. "They Lead Two Lives." *NEA Journal*, v 54, n 5, May 1965, p 12–14.

This article describes the five-year teacher intern program at Central Michigan University. After two years in a liberal arts curriculum, students become interns as well as university students. For one semester they are "teacher assistants," receiving half the salary of beginning teachers. They live in the district, observe classes, do clerical work, work with individuals or small groups, and attend PTA meetings and other school and community functions. The next semester they continue courses at the university in their major or minor field. During their next phase in the schools, students are known as "teacher associates," receiving 80 per cent of a beginning teacher's salary and performing all the functions of a regular teacher, but with a reduced load and still under supervision. They must work in two different districts which will provide contrasting experiences. The author believes this early experience is good because "if you find out then that you can't stand kids all day, it's not too late to prepare for some other work."

Riessman, Frank. "Teachers of the Poor: A Five Point Plan," in Hunnicutt, ed., *Urban Education and Cultural Deprivation*. Syracuse, New York: Syracuse University of Education, 1964.

Riessman outlines a five-point plan for informing both preservice and inservice teachers about the strengths of low-income culture. He discusses: (1) means of building teacher respect for disadvantaged children and their families; (2) needed laboratory experiences for teachers with the disadvantaged children and their families (emerging programs are cited); (3) some do's and don'ts in teaching educationally deprived children; (4) the teaching technology appropriate for low-income youngsters (these include: the "organics" approach of Sylvia Ashton-Warner, the Montessori system, various game techniques, Senesch's techniques for teaching economics to first and second graders, and *Scope*—a new magazine for teaching poor children published by Scholastic Magazine); and (5) a variety of effective teacher styles and how these may be developed through integrating other parts of the plan.

Rivlin, Harry N., ed. "Teaching and Teacher Education for Urban Disadvantaged Schools." *Journal of Teacher Education*, v 16, n 2, June 1965, p 135–186.

This special issue contains short articles written by 22 teachers and administrators describing their work in the inner-city schools. The issue also includes comments on the articles by Brownell and Schueler, who discuss practices of and implications for pre- and inservice teacher education.

Stendler, Celia B. "Aspects of Piaget's Theory That Have Implications for Teacher Education." *Journal of Teacher Education*, v 16, n 3, 1965, p 329–335.

This article reviews some of Piaget's concepts of intelligence, properties of logical thought, and stages in the development of logical thinking that are relevant to the problems of teacher education.

Tracey, William R. "Needed: A Career Management System for Teachers." *The American School Board Journal*, v 149, n 4, October 1964, p 19–21.

The author suggests that a rotation policy (systematic changes in teacher assignments) under a carefully planned and controlled career-management system will result in higher teacher morale, more creative approaches to teaching, and more effective use of backgrounds and talents of the professional staff.

Turner, Richard L. "The Acquisition of Teaching Skills in Elementary School Settings." *Bulletin of the School of Education*, Indiana University, v 41, n 1, 1965, p 1–96.

The author studied variables of 185 beginning school teachers in 13 Indiana school systems for work-task performance, the atmosphere which they created, and the institutional context in which they taught. The intermediate grades mathematical teaching tasks, and the elementary grades teaching tasks in reading, were administered to beginning teachers in grades 1–6 in 1961, 1962, and 1963. The author found that both the success of a teacher and the way in which teacher performance changes in early years of teaching experience depend on the type of institutional context in which the teacher finds himself.

Tuska, Shirley and Benjamin Wright. "The Influence of a Teacher Model on Self-Conception During Teacher Training and Experience." Proceedings of the 73rd annual convention of the American Psychological Association, 1965, p 297–298.

A total of 85 women were rated and compared as "demanding" or "undemanding" teachers. Ratings were done at three intervals: early in practice teaching, at the end of training, and after six or nine months of teaching. With experience, the demanding teachers felt significantly more demanding. In contrast, the undemanding teacher felt less inspiring, meaner, and more demanding, increasing with experience.

Usdan, Michael and Frederick Bertolaet. *Development of School-University Programs for the Preservice Education of Teachers for the Disadvantaged Through Teacher Education Centers*. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

This is a description of three task forces, composed of school, college and university staff members, which were created to do the initial work of developing teacher education programs in selected cities. The task of the first group was to define desirable behavior characteristics for teachers of disadvantaged students. The second group was charged with the development of curriculum content and experiences that would elicit the behavior described by group one. The third group was to establish systems of evaluation for the teacher-training program.

Walker, Edith V. "Inservice Training of Teachers to Work With the Disadvantaged." *Reading Teacher*, v 18, n 16, March 1965.

This article discusses the difficulty of getting competent teachers to accept assignments in schools where there is marked deprivation. It finds that as a result of these difficulties, the teachers available for inner-city assignments are frequently poorly equipped to meet the exceptional demands of their classes. Demonstration lessons, faculty study groups, summer and midterm institutions are the usual means of attacking these problems. The author describes plans for specific preservice preparation of teachers for work in inner-city schools. Among the projects described is one in which method classes are conducted in an inner-city school for some weeks before practice teaching begins. The student then works in that school or in one with similar problems. He is introduced to life in the school and community under professional guidance before beginning the teacher experience. The author proposes a year or two of such internship in inner-city schools as part of the inservice program.

Wedberg, Desmond P. and Clarice Y. Kelly, eds. *Teacher Education and Media—1964: A Selective Annotated Bibliography*. Washington, D.C.: American Association for Teacher Education, 1964.

This publication lists articles, books, and research reports on projected media, recorded materials, television, instructional systems, basic texts and references in the area of audiovisual education, educational media guides, directories and bibliographies, references pertinent to current teacher preparation, and curriculum revision. It also includes a directory of organizations disseminating information on educational media and teacher education.

Wright, Benjamin and Shirley Tuska. "The Effects of Institutions on Changes in Self-Conception During Teacher Training and Experience." Proceedings of the 73rd annual convention of the American Psychological Association, 1965, p 299–300.

One hundred and fifty-four women in university and college teacher training programs and 56 in teachers colleges rated themselves on 18 teaching behaviors—early in practice, at the end of training, and after six to nine months of teaching. Both groups rated themselves as becoming meaner and more demanding with experience. University women felt less inspired and less sympathetic as teachers than they had anticipated. The authors explore reasons for this.

LB1725.F5 TEACHERS—TRAINING—FINLAND

Koskenniemi, Matti, Vaino Heikkinen, and Johannes Alikoski. "The Development of Young Elementary School Teachers." *Annales Academiae Scientiarum Finnicae*, v 138 (series B), 1965.

The authors follow 48 male and 24 female Finnish teachers through their educational training and their first three years of teaching. Candidates rejected on entrance examinations for teacher training school were compared with successful candidates. The latter differed only slightly on ability, but were more often from urban areas and had stronger professional motivation. Their entrance exams did not predict success in student teaching.

LB1725.G7 TEACHERS—TRAINING—GREAT BRITAIN

Elvin, Lionel. "The Education and Training of Teachers in England." *Teachers College Record*, v 66, November 1964, p 153–161.

The author cites some recommendations for teacher education in England and Wales. He gives some history of the English teacher educational system and contrasts it with the American system.

LB1731 TEACHERS—TRAINING—RESEARCH

Gottlieb, David. "Teaching and Students: The Views of Negro and White Teachers." *Sociology of Education*, v 37, n 4, summer 1964, p 345–353.

The research reported here is concerned with identifying differences and similarities in the views of Negro and white elementary school teachers toward their work and the students they teach. Fifty-three white and 36 Negro teachers from six elementary public schools in the Midwest were examined. It was found that Negro teachers were more likely to come from urban areas, low-income families, and homes without fathers, and to be younger and less experienced. Negro teachers were more satisfied with current teaching positions and tended to see children as "happy," "energetic," and "fun loving," while white teachers were more likely to see the same children as "talkative," "lazy," and "rebellious." Negro teachers were dissatisfied with large classes, poor equipment, inadequate supplies, and lack of proper curriculum; white teachers emphasized the lack of the ability of students, their poor motivation, discipline problems, or their students parents' lack of concern with their children's education.

Nelson, Lois N. "The Effect of Classroom Interaction on Pupil Linguistic Performance." *Dissertation Abstracts*, v 25, n 3, 1964, p 2–84.

This study measures the influence of teaching style on pupil language achievement. The author suggests that teacher leadership styles deviate sharply under different approaches to language arts. Although the general style of leadership maintained under each pedagogical model was predisposed to an indirect or a direct influence, teacher behavior varied along a continuum depending on the immediate teacher-pupil interaction and the specific objectives for a single lesson. The author's findings confirmed the hypothesis that an indirect teaching style would generally produce superior written expression on both qualitative and quantitative measures.

LB1775 TEACHING—PROFESSION

"NEA and Negro Teacher Displacement Problem." *School and Society*, v 93, n 2263, October 16, 1965, p 365.

A task force of educators was sent by the NEA into 17 states to gather information on Negro teachers who had been displaced because of school desegregation and integration. The survey was designed to provide the data required to cope with the teacher displacement problem.

Ozmon, Howard A. J. "The Plight of the Negro Teacher." *The American School Board Journal*, v 151, n 3, September 1965, p 13–14.

The author discusses ways in which Negroes are being barred from teaching positions in certain school districts. He recommends solutions to this problem.

LB2157.A3 STUDENT TEACHING

MacDonald, James Bradley et al. *A Research Oriented Elementary Education Student Teaching Program.* Milwaukee: School of Education, University of Wisconsin, 1965.

The author examines the extent to which teachers can be encouraged to make decisions through a special student-teaching experience. Sixty-six above-average students were selected from the total population of elementary education student teachers. They were placed in three groups: (1) the experimental, which received a modified program and research experience in student teaching; (2) the experimental-control, which received a modified program only; and (3) the control, which experienced no modifications in program. Data showed that the experimental and the experimental-control groups scored higher than the control group; the experimental group was consistently the highest.

Pope, Lillie and Ruth Crump. "School Dropouts as Assistant Teachers." *Young Children*, v 21, n 1, 1965, p 12–23.

The article describes a program in which school dropouts were carefully trained and supervised as teacher assistants in a preschool setting. The training and use of these subprofessionals was successful.

Popham, W. James. "Student Teacher's Classroom Performance and Recency of Instructional Methods Course-Work." *Journal of Experimental Education*, v 34, n 1, 1965, p 85–88.

Student teachers were observed during the 1963–1964 semester to discover the extent to which they were actually using seven instructional principles which they had been taught in a previously completed course. No significant difference with respect to observed use of instructional principles was found between the groups who had been taught instructional methods in the preceding spring or in the preceding summer.

Schooler, Virgil E. "A Survey of the Organization and Administration of Student Teaching in Selected Teacher Education Institutions." *Bulletin of the School of Education, Indiana University*, v 6, n 41, 1965.

The author surveys the development of practices and procedures in teacher training in America. An analysis is based on questionnaires sent to administrators of student-teaching programs in selected institutions in 48 states.

LB2321 EDUCATION—HIGHER

Bashaw, W. L. "The Effect of Community Junior Colleges on the Proportion of the Local Population." *The Journal of Educational Research*, v 58, n 7, March 1965.

This report compares the changes in the proportion of local populations that seek post-high school education in areas with newly created public community junior colleges and in areas without public junior colleges. Three groups of Florida counties were used in this study: counties that had no junior college facilities prior to 1957; counties that had no junior college facilities prior to 1959; and a control group of counties that have no junior college facilities at the present time. The author found that a new public junior college in an area results in a significant increase in the enrollment-population ratios as compared to areas without public junior colleges. A new junior college also increases the percentage of the population attending senior college by 1.8 per cent.

LB2325 EDUCATION—HIGHER—ADDRESSES, ESSAYS, LECTURES

Harris, Seymour Edwin, Kenneth M. Deitch, and Alan Levensohn, eds. *Challenge and Change in American Education.* Berkeley, California: McCutchan Publishing Corp., 1965.

This book is primarily concerned with issues of educational policy and management. The articles, organized under three major headings and 16 subheadings, deal with government in education, challenges in educational planning, and management problems.

Harris, Seymour Edwin and Alan Levensohn. *Education and Public Policy.* Berkeley, California: McCutchan Publishing Corp., 1965.

This volume on education and public policy is the third of a series based on seminars given at Harvard. Among its 16 papers are: "Educational Planning," by Coombs and Reissman; "College Admissions in Different Countries," by Cowles; and "The Manpower Development and Training Act," by Rosen and Dunlop. It also includes a discussion of womanpower and education, and summaries of the discussions at each seminar.

LB2805 SCHOOLS—ORGANIZATION AND SUPERVISION

Biggy, M. Virginia. "The Role of the Principal." *Educational Horizons,* v 43, n 2, winter 1964, p 52–54.

The author details the principal's role from his own perspective and notes three parallel and chief responsibilities: (1) to make the climate of teaching and learning pleasant, rewarding, and free from tension; (2) to carry out the policies of the school system for the maximum benefit of children in the district; and (3) to be the administrative and instructional leader of the school.

Carlson, Richard et al. *Seminar on Change Processes in the Public Schools.* Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

This is a report of a seminar concerned with the enhancement of school officials' understanding of the planned change processes and with the enhancement of their skills in carrying out planned change. School officials and social scientists met in small groups to discuss specific change problems that they had encountered. Papers prepared for the seminar and other contributors include: "Barriers to Change in Public Schools," by Richard O. Carlson; "Planned Change in Formal Organizations: The School System," by Art Gallaher, Jr.; "What Are Innovators Like," by Everett M. Rogers; and "The Place of Research in Planned Change," by Ronald J. Pellegrin.

Center for the Advanced Study of Educational Administration. *Perspectives on Educational Administration and the Behavioral Sciences.* Eugene, Oregon: University of Oregon, 1965.

The papers in this volume were presented at a conference which proposed to evaluate administration as an area of academic interest, to discuss existing deficiencies in research and practice, and to examine the relationships of educational institutions to larger social and cultural environments. Included are a paper by Jack A. Culbertson, which discusses the emerging science of administration, and a paper on educational administration by Daniel E. Griffiths. The other papers are: "The Sociology of Educational Administration," by Burton R. Clark; "The Social Psychology of Educational Administration," by W. W. Charters, Jr.; "Decision Tools for Education," by Werner Z. Hirsch; "Cultural Factors in the Educational Process," by Dorothy Lee; and "The Politics of Public Education," by Nicholas A. Masters.

Funches, De Lars. "The Superintendent's Expectations of the Negro High School Principal in Mississippi." *Journal of Experimental Education,* v 34, n 1, fall 1965, p 73–77.

An evaluation of whether the principals of accredited secondary schools for Negroes in Mississippi are meeting the expectations of the superintendents under whom they serve. The criteria are 30 approved practices for secondary principals. The author examines 121 Negro principals and 86 superintendents. He finds that principals (1) do not devote the major portion of their time to the improvement of instruction; (2) fail to delegate responsibilities for managerial duties so that these duties do not require the majority of their time; (3) are not using a sufficient number of the recommended techniques for community improvement; and (4) do not perceive their role and duties as well as the superintendent would have them. He also finds that although they confer regularly, a lack of understanding exists between what the principals see as their duties and what the superintendents perceive these to be.

Harper, Dean. "Bureaucracy in School Systems." *Journal of Economic Sociology,* v 24, n 3, 1965, p 261–272.

The author examines the different factors that have contributed to the growth of bureaucracy in school systems. He notes that as the school increases in size and specialized personnel is needed, more organization of behavior through charts and rules is called for. He also discusses low motivation problems of personnel stemming from the bureaucratic system.

Lewis, Leonard John and A. J. Loveridge. *The Management of Education: A Guide for Teachers to the Problems in New and Developing Systems.* New York: F. A. Praeger, 1965.

This is an examination of the control, administration, and financing of education. It is designed to give the dedicated teacher some ideas of the labyrinth in which the educational administrator works and sometimes flounders. The need for such an understanding is increasing because the acceleration of educational development, the current emphasis on planning, and the shortage of experienced administrators is causing early transfer of personnel from teaching to administration.

Manken, John Robert. "The Elementary Principal's Role in Discipline." *Dissertation Abstracts,* v 25, n 3, 1954.

Data from 150 principals of public elementary schools in California indicate the kinds of discipline a principal must be prepared to handle. The author evaluates the amount of time devoted to the improvement of pupil conduct; current disciplinary methods; and the amount of support principals receive from their superiors, staff members, and parents in matters of discipline.

Miller, Van. *The Public Administration of American School Systems.* New York: Macmillan, 1965.

The author gives (1) a brief survey of the aims, functions, and concerns of public schools; (2) a consideration of the governance of public education decision making and its execution by school administrations; (3) guidelines for the beginning administrator; and (4) a discussion of what administration is and the relationship between authority and responsibility, followed by a presentation of the results of studies on staffing and staff organization.

Wynn, Richard. *Organization of Public Schools.* Washington, D.C.: The Center for Applied Research in Education, Inc., 1964.

A concise description of the organization of public schools in the United States. The four major topics are: (1) organization of the school district; (2) administrative organization and staffing of school systems; (3) organization of the attendance units; and (4) trends and issues in school organization and staffing.

LB2825 EDUCATION—FINANCE—UNITED STATES

Blum, Virgil C. *Freedom in Education; Federal Aid for All Children.* Garden City, N.Y.: Doubleday, 1965.

The author maintains that the state must insure educational freedom and equality for all children, including those who require religious subjects. He presents factual data and arguments for state aid to children in schools teaching religion.

Harrison, Forrest William and Eugene P. McLoone. *Profiles in School Support: A Decennial Overview.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1965.

This study reports inequalities in financial support of public elementary and secondary education in the U.S. It presents a statistical comparison of three decades of progress in financing schools and an extensive analysis of expenditure by the enrollment size of the school system.

LB2831 SCHOOL—BOARDS

Binzen, Peter. "How to Pick a School Board." *Saturday Review*, v 48, October 16, 1965, p 72–73.

The author notes that the local school board is in many respects the most American of all democratic institutions. He describes the characteristics of school boards and the manner in which members are selected to school boards in many areas.

Blumberg, L. "How to Keep the Public Off the Board's Back." *School Management*, v 9, October 1965, p 121–122.

The author discusses the procedure of the Levittown school board for handling parents' complaints. To implement the boards' new policy, administrators and teachers have developed a set of regulations for the registering of public complaints.

Campbell, Dave. "School Boards Versus Teacher Organizations—Let's Start by Being Honest With Ourselves!" *The American School Board Journal*, v 149, n 4, October 1964, p 65–66.

The author discusses the confrontation of teacher organizations with school boards. He thinks that the school board has offered few positive approaches to new problems, and that the members should be more aware of the changing role of school boards. He suggests that school boards should be willing to make the first step in improving school board-teacher relations.

Exton, Elaine. "Will School Board Autonomy Disappear?" *The American School Board Journal*, v 149, n 6, December 1964, p 64–65 +

The author discusses the question, "Will the state and local school systems in our nation become branches of the U.S. Government or be responsible to a federal ministry of education similar to those found in some European countries?"

Exton, Elaine. "How Will the School Boards Meet the Growing Federal Challenge to Their Leadership?" *The American School Board Journal*, v 151, n 2, August 1965, p 5–6.

The author argues that unless the state and local school boards, now more seriously challenged than ever before, take the initiative in improving the quality and efficiency of school programs, this initiative will shift, as it already is shifting, to the federal level.

Exton, Elaine. "Will School Board Members, Like the Indians, Become a Vanishing Tribe?" *The American School Board Journal*, v 151, n 5, November 1965.

The article discusses the vanishing role of leadership and responsibility of the local school boards. It suggests that much of the authority is shifting to federal levels.

Goldhammer, K. *The School Board.* New York: Center for Applied Research in Education, Inc., 1964.

The author explores in depth the "unique American invention of the school board." He describes the origin of the American school board and its sources of authority, and he defines the manner in which informal and legal roles of the board members relate to the school organization. He also deals with the manner in which school boards conduct their business, and describes the school board member and the future of the school board.

Johnson, Robert Henry and William Hartman. *The School Board and Public Relations.* New York: Exposition Press, 1964.

The authors note that the most critical problem confronting the school board member today is a precise understanding of his role and of the manner in which he can serve most effectively. In addition to acquiring a comprehensive knowledge of the many facets of public school education, the member must develop skill in public relations. The role, status, and action of the school board and the philosophy and practice of public relations are described.

Kerr, Norman D. "The School Board as an Agency of Legitimation." *Sociology of Education*, v 38, n 1, fall 1964, p 34–59.

The author describes the displacement of the school board's goal to represent the community to the school administration. He refers to survey studies of school boards and to his own observations and interviews in two suburban school systems over a year. He describes school-board politics, the process of new members, and community pressures as factors that displace boards' goals.

New York City Board of Education. *Implementation of Board Policy on Excellence for the City's Schools.* April 28, 1965, mimeo.

This statement on a program of excellence in the New York City schools discusses policy for high schools, four-year high schools, intermediate schools, prekindergarten programs, recruitment, assignment and promotion, teacher training and retraining, special schools and programs, school building programs, costs and other factors.

Nugent, Donald G. "Are Local Control and Lay Boards Obsolete?" *Educational Leadership*, v 22, n 2, November 1964, p 85–88.

The author notes that school boards, which previously occupied a key position in public education and government, have not been as progressive and aggressive as the public has wished. The resulting vacuum in local school programs has been filled by other agencies, causing the control of school boards to decrease.

Wallace, John and Phillip Schneider. "Do School Boards Take Education Seriously?" *Saturday Review*, v 483, October 16, 1965, p 89–90 +

The authors contend that the majority of school board members are concerned with the accoutrements rather than with the essence of education. "They have accepted unquestioningly a traditional role which militates against meaningful involvement in education." The present function of school boards is discussed. School boards are urged to become more actively concerned with substantive educational matters.

LB2835 TEACHERS—SELECTION AND APPOINTMENT

Koskenniemi, Matti. "Placement of Young Elementary School Teachers." *Research Bulletin*, University of Helsinki, n 15, 1965, p 1–9.

This article gives some information about the turnover rate and placement of elementary teachers in Finland. Most Finnish teachers continue in their profession five years after graduation. In America only 51 per cent are teaching after five years. Finnish teachers begin their careers in rural areas (average turnover is about 25 per cent a year), and job shifting is toward larger centers of population. The author finds no relationship between teaching quality and job shifting.

McKenna, Bernard H. *Staffing the Schools: How Many Professionals Are Needed? How Should They Be Deployed? What Should Be Their Characteristics?* New York: Bureau of Publications, Teachers College, Columbia University, 1965.

The author discusses the problem of staff improvement through recruitment and inservice training. He urges that the current approach be changed: choices in staff selection should be made on the basis of detailed staff analysis, and recruitment procedures should reflect insight into the total needs of staff improvement.

Stocks, W. D. "Searching for Teachers Within Subcultures." *Childhood Education*, v 42, n 2, October 1965, p 86–88.

This article describes the way in which school districts in the Coachella Valley of California initiated a program of recruiting teacher-aids for a subculture group. An evaluation and projection of their activities indicated four essential steps in recruiting: (1) An interest in teaching must be developed at an early age. (2) A recruitment program that draws potential teachers into actual experiences during early years of elementary school is needed. (3) There must be extensive followup and encouragement before certification. (4) Members of subcultural groups should teach students whose backgrounds parallel their own.

LB2828—TEACHERS—RATING—PUBLIC SCHOOLS

Biddle, Bruce J. and William J. Ellena, eds. *Contemporary Research on Effectiveness.* New York: Holt, Rinehart and Winston.

This is a collection of nine papers, eight of which were delivered at a seminar on teacher effectiveness. Contributors include Bruce Biddle, Hazel Davis, R. L. Turner, Milton Mieuf, Othaniel Smith, Paul V. Gump, Ned Flanders, Howard A. Rosencranz, and Warren Peterson.

Brain, George. "Evaluating Teacher Effectiveness." *NEA Journal*, v 54, n 2, February 1965, p 35–37.

Although it is known that certain teachers are more effective than others, there is a lack of agreement on the criteria to be used for evaluating their effectiveness. The author feels that "the real hope in the measurement of teacher effectiveness lies in the area of professional supervision of training of teachers and in an examination of the conditions under which teachers must labor."

Corwin, Ronald G. "Militant Professionalism, Initiative and Compliance in Public Education." *Sociology of Education*, v 35, n 4, summer 1965, p 310–331.

An examination of the status and role of the professional-type and bureaucratic-employee-type of teacher, this article maintains that the recent movement to professionalize teaching is a militant one. Interviewing and obtaining questionnaires from 426 teachers of seven high schools in Michigan and Ohio produced data to support the thesis that professionalization is a militant process. The author suggests that the teachers who are more disposed to take the initiative in professional matters are more professionally and less bureaucratically oriented. He finds that these teachers frequently become involved in conflict.

Faber, Charles F. "Teacher Qualifications and School District Quality." *Journal of Educational Research*, v 58, n 10, July-August 1965, p 469–471.

This study examines the relationship in 20 school districts between the qualifications of public school teachers and the quality of the schools that employ them. The author found significant differences in districts rated superior or excellent.

Friedman, Clara H. "Education of New York City Public School Teachers: An Economic Analysis." *Industrial Labor Relations Review*, v 18, n 1, October 1964, p 20–31.

In discussing the salary and incremental procedures for N.Y.C. public school teachers, the article states that greater lifetime earnings do not result from greater preparation. An economic analysis of earnings shows the results for a 38-year career span (based on N.Y.C. teacher salary schedule in effect in September 1961) for teachers with different educational preparation.

Hall, Vernon C. "Former Student Evaluation as a Criterion for Teaching Success." *Journal of Experimental Education*, v 34, n 1, 1965, p 1–19.

This study assesses student attitude after leaving the classroom as a criterion for teaching effectiveness. The author finds that some teachers have lasting effects on student attitudes and behavior. (These effects were found to center around motivation.) He also locates and describes some areas of differentiation between the best and the worst teachers.

Hart, Joe W. "Socially Mobile Teachers and Classroom Atmosphere." *Journal of Educational Research*, v 59, n 4, 1965, p 166–168.

The author asks: Are elementary public school teachers who have been upwardly mobile occupationally more helpful to children than teachers who have not risen on their progression? He compares a selected group of mobile with a group of nonmobile teachers, examining their behavior toward children. He used 500 students from 50 3rd-grade classrooms in an area where there was believed to be a normal distribution of occupations. Findings include the following: (1) There is no difference in the amount of attention given by either group to occupationally high or low students. (2) Both groups of teachers are more reciprocal in their contacts with students from high occupational backgrounds. (3) There is no difference in the relative amount of contacts of both groups of teachers with the high-status students. (4) Occupationally mobile teachers tend to be more dominant toward students from poorer backgrounds.

Miller, Luitt K., Darrell S. Willey, and James D. McComas. "A Suggested Research Model for the Investigation of Classroom Teacher Effectiveness." *Journal of Educational Research*, v 58, n 9, 1965, p 405–408.

A diagram of an application of the Halpin paradigm for the assessment of teaching effectiveness is presented and discussed. The authors contend that education is likely to reflect educational research that isolates criteria for defining or predicting teacher effectiveness.

St. John, C. "Opinion of Parents on Certain Behaviors of Women Teachers and Other Employed Women." *Ontario Journal of Educational Research*, v 8, n 1, 1965, p 23–33.

Parents of school children were given questionnaires about the accepted behavior of women in and out of teaching. Male respondents tended to be more restrictive about the behavior of female teachers and to expect behavior from them which they did not require of other women.

Shim, Chung-Phing. "A Study of the Cumulative Effect of Four Teacher Characteristics on the Achievement of Elementary School Pupils." *Journal of Educational Research,* v 59, n 1, 1965, p 33–34.

An examination of the cumulative effect of four teacher variables on pupil achievement over a five-year period. The variables are college grade-point average, degree, certification, and experience.

Smith, Thomas E. "The Image of High-School Teachers: Self and Other, Real, and Ideal (Should Teachers Be Seen and Not Heard)." *Journal of Educational Research,* v 59, n 3, 1965, p 99–104.

The author compares the self and other images of the high school teacher for teachers enrolled in courses at Central Michigan University, and also for nonteachers. He investigates relationships between real and ideal self-images in this group. Differences are reported in the image of the "ideal" teacher by the two groups. The findings show that nonteachers wish teachers to be more active, aggressive, and socially forceful, and that teachers think of their role as being more passive, conforming, "to be seen and not heard."

LB2842 TEACHERS—UNIONS

Blanke, Virgil E. "Teachers in Search of Power." *American School Board Journal,* v 151, n 5, November 1965, p 7–9.

The author discusses six of the social forces that will cause collective teacher action to become a part of all school systems, taking the form of professional negotiations or collective bargaining. Some of these forces stem from (1) the continual change in the employee's relation to his employer; (2) the increasing size and bureaucratization of school systems; and (3) the public's resistance to increased taxation for schools.

Lieberman, Myron. "Teachers' Strikes: Acceptable Strategy?" *Phi Delta Kappan,* v 46, n 5, January 1965, p 237–240.

The author notes that many teacher strikes followed the November elections, even in states where teacher organization was not strong. The author analyzes the dynamics of this form of teacher pressure, and the reasons for wide condemnation of these strikes while strikes by other groups are tolerated.

Megel, Carl J. "Teacher Conscription—Basis of Association Membership." *Teachers College Record,* v 66, n 1, October 1964, p 7–17.

As a member of the American Federation of Teachers, the author maintains that teachers have the right to join voluntarily any professional organizations. This right, he feels, is denied teachers, particularly with respect to the coerced recruitment practices of the National Education Association. This essay presents examples of association recruitment practices in many areas. It also discusses the AFT as a professional association and describes the growth of its membership not only in urban areas, but in small towns and communities.

Street, Marion L. "Professional Associations—More Than Unions." *Teachers College Record,* v 66, n 3, December 1964, p 209–218.

This is a reply to an article in the October 1964 issue of the *Record* concerning unionization versus independent associations in the organization of teachers. The author, president of Philadelphia Teachers Association and a representative of the NEA and the Pennsylvania State Education Association, makes a case for the independent organization.

LB2846 SCHOOLS—PUBLIC RELATIONS

Brown, George W. "A School Image." *The American School Board Journal,* v 149, n 6, December 1964.

The author notes that the school image has ranged from public acclaim to a low standing in public opinion. He suggests some means to create a strong school image. He also suggests that a proper school image can spell success in passing bond issues and developing new educational programs.

LB3011—CLASSROOM MANAGEMENT

Bany, M. A. and L. V. Johnson. *Classroom Group Behavior.* New York: Macmillan, 1964.

This is an analysis of group dynamics in the classroom. Perceiving the classroom group as a nonvoluntary work group with formal leaders, the authors discuss studies of cohesiveness, interaction and structure, norms, goals, composition, and leadership. They also present classroom incidents written by teachers. Most of the classroom illustrations are from elementary schools, with the inclusion of a few high school situations.

Barker, Roger Garlock and Paul V. Gump. *Big School, Small School: High School Size and Student Behavior.* Stanford, California: Stanford University Press, 1964.

The authors study the relationship between student enrollment size and student behavior in Kansas high schools, ranging from 18 to 2287 students. They propose to investigate all aspects of high schools. Some results indicate that, while larger high schools have more activities and resources, there is greater student involvement in smaller schools. Although the authors do not investigate academic learning, they report that students in small schools participate in more classes and a greater variety of them.

Bossone, Richard M. "What Is Classroom Discipline?" *The Clearing House,* v 39, n 4, December 1964, p 218–221.

The author contends that discipline has become an overused word in education, connoting a pattern of behavior of rigid dimensions imposed upon students. He suggests a more positive and constructive tone and intent to the word, and states that a healthy state of discipline in the classroom is a natural outgrowth of effective teaching. He outlines helpful and practical ideas for beginning teachers.

Bower, Janet and James F. Magary, eds. *Classroom Problems in Urban Education: The Schools and the Disadvantaged.* Jersey City, N.J.: Jersey City State College, 1965.

This book compiles the proceedings of a conference on education of the disadvantaged. Includes reports which concern communication skills, curriculum areas, vocational education, guidance, community and parent relations, special classes for the educationally disadvantaged, school and action groups, preschool education, and the participation of Jersey City State College students in programs for the disadvantaged.

Camille, Sister M. "The Meaning of Discipline." *Catholic School Journal,* v 64, n 9, 1964, p 30–32.

The author discusses the concept of discipline in the classroom in a broader context. She also discusses self-discipline for teachers and discipline as a way of life.

Carter, Meredith Lee. "Parents' Attitudes and School Discipline." *Education,* v 85, n 2, October 1964, p 112–116.

This junior high school teacher proposed to discover the attitudes of parents toward various disciplinary actions taken by the school staff. A ten-item questionnaire consisting of capsule summaries of typical classroom disciplinary situations was submitted to parents. Warning was found to be by far the preferred punishment, followed by a conference of parents with the teacher and principal. Mothers placed paying for damages and fathers ranked extra assignments in third place. Physical punishment was ranked seventh and eighth by fathers and mothers respectively.

Corsini, R. J. and D. D. Howard. *Critical Incidents in Teaching.* Englewood Cliffs, N.J.: Prentice-Hall, 1964.

The book details 17 "critical" incidents, includes comments by the teacher on his handling of the situation, and discusses how the situation could have been handled better.

Gnagey, William J. "Controlling Classroom Misbehavior." What Research Says to the Teacher Series. No. 32. Washington, D.C.: National Education Association, 1965.

Types and causes of classroom misbehavior and successful controlling techniques are discussed. The author also discusses (1) hidden considerations in disciplinary tactics; (2) situations surrounding misbehavior which contain a suitable technique, or potential technique, for eliminating future behavior deviations; and (3) reward versus punishment.

Howard, A. W. "Discipline: Three F's for the Teacher." *The Clearing House,* v 39, n 9, May 1965, p 526–529.

The author discusses discipline as a major problem in the classroom and as closely related to achievement. His suggestions for effective classroom control include: (1) learn about previous school experiences of your students; (2) attitude is critically important; (3) consider the environment in which you are working; (4) thorough preparation is essential; and (5) take a firm stand, but know what you're standing for or against.

Kounin, Jacob S., Wallace V. Friesen, and Evangeline A. Norton. "Managing Emotionally Disturbed Children in Regular Classrooms." *Journal of Educational Psychology,* v 57, n 1, 1966, p 1–3.

The authors attempt to delineate some dimensions of teaching style that affect the behavior of emotionally disturbed children in grades one through five in regular classrooms. They obtained scores for deviancy and for work involvement for both disturbed and nondisturbed children. They found that (1) pupils' scores vary between seatwork and recitation settings; (2) teachers who are successful in managing the behavior of nondisturbed are also successful with disturbed children; and (3) the teacher's ability to communicate awareness of class behavior, to handle group movement, and to program for variety correlate with the children's behavior.

Marian Frances, Sister. "Discipline Is . . ." *NEA Journal,* v 54, September 1965, p 26–28.

An examination of classroom discipline and of the methods of classroom management that seek to establish discipline as part of the teaching situation rather than as a response to disorderly behavior.

Ohles, John F. "Classroom and the Quiet Dimension." *The Clearing House,* v 40, n 2, October 1965, p 67–69.

The author notes that the highly organized and well-regulated classroom may be a source of pride to the principal, but may not contribute much to learning and may often cease to encourage originality and innovation. He suggests that the classroom provide a moment of mental relaxation to break the chain of conformity.

Shermis, S. Samuel and Karen S. Kenney. "Discipline—Platitudes and Possibilities." *Education,* v 86, n 4, December 1965, p 216–220.

Discussing discipline as one of the major problems in teaching, the authors attempt to redefine the problem and to provide helpful new disciplinary tactics in the classroom.

Student Behavior in Secondary Schools. Washington, D.C.: National Education Association, August 1965.

Evaluates the influence of secondary school teachers in determining school policy on discipline and the factors believed to cause student misbehavior. Questionnaires were sent to 1125 teachers in 380 school districts; 92.3 per cent were returned. Nine types of student misbehavior were listed and one-third of the teachers reported widespread lack of responsibility for assignments, duties or commitments.

Vredevoe, Lawrence E. "The Effects of Desegregation on School Discipline." *Education Digest,* v 30, n 8, April 1965, p 12–15.

Some observations from a study of the effects of desegregation on school discipline in 102 schools. The schools were classified as segregated, desegregated, resegregated, de facto segregated, and pseudo-desegregated or simulated desegregated. Interviews with many students indicated that certain behavior problems were directly related to their mental states about integration. The author found that hasty, expediently developed programs caused confusion, frustration, and insecurity for the students and resulted in their desire to strike at something or somebody. He found that the program of "open enrollment" or "voluntary transfer" created another problem: Students felt that they were looked on as foreigners in the schools to which they had been transferred, and were looked upon as "oddities" by their neighborhood groups on returning home. They resented being pawns in some bigger social problem which had disturbed their natural patterns of life. These attitudes were reflected in disciplinary cases. The author concluded that the competence, attitude, and sincerity of school administrators and teachers determined the effect of desegregation. He suggests that competent and dedicated teachers and administrators, not students, should be transferred. Teachers and administrators, too, should be selected on the basis of competence, not the group they represent.

Winkler, James E. "Reflections on Discipline." *The Clearing House,* v 39, n 2, October 1964, p 113–114.

The purposes of this article are twofold: (1) to bring to the teacher a greater realization of his responsibility in maintaining discipline, and (2) to present a clearer relation between the disciplinarian and the recipient of the discipline.

Wodtke, Kenneth H. and Norman E. Wallen. "Teacher Classroom Control, Pupil Creativity and Pupil Classroom Behavior." *Journal of Experimental Education,* v 34, n 1, fall 1965, p 59–65.

The present study has been designed to test some of the generalizations made about the classroom behavior of creative students, and the effects of the teacher's control on this behavior. Torrence, for instance, has contended that children with high scores on creativity tests frequently behave in "objectionable" ways. Others have argued that some educational practices establish standards of behavior that are incompatible with the needs, intents, and behaviors of highly creative students, and that teaching environments may in fact suppress the development of creative abilities.

LB3013.5 VISITING TEACHERS

Gross, S. M. "Sisters Visit Homes of Pupils: Why? or Why Not?" *Catholic Educator,* v 36, n 1, 1965, p 66–69.

One hundred elementary public school teachers and 21 superintendents in four Midwestern states were questioned about home visits and their influence on pupil development. Questions concerned: (1) the extent to which public school teachers visit homes; (2) the procedures helpful in home visits; (3) the problems encountered; (4) the value of visits to teacher; and (5) the value of visits to superintendent.

LB3051 EDUCATIONAL TESTS AND MEASUREMENTS

Barclay, James R. *Testing for Higher Education: Cultural Perspective and Future Focus.* Washington, D.C.: The American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., 1965.

This monograph examines the role of testing as a modern technique of assessment in college admissions. The author is concerned with the use of tests as predictors of success in college, the clarification of criteria used by tests to evaluate human behavior, and the broader implications of testing and test usage.

Coffman, William E. "Developing Tests for the Culturally Different." *School and Society,* v 93, n 2266, November 13, 1965, p 430–433.

The author asks: Since individual differences result from many factors, how does one insure that in any particular test relevant factors are being measured and irrelevant ones excluded? He is concerned with test construction, not with test users. He discusses the significance of cultural differences in text scores and the steps taken to increase their understanding.

Diederich, Paul B. "The Classroom Teacher and the Teacher-Made Test." *Education Horizons,* v 43, n 1, fall 1964, p 9–21.

The process of student evaluation teacher-made tests and other instruments are examined. The author suggests that teachers should be in a position merely to declare whether students are improving or not, but "should approach the task of evaluation not with the arrogance of a judge, but with the humility of an inquirer." He also discusses testing and student evaluation in Russian schools.

Educational and Psychological Testing. *Review of Educational Research,* v 35, n 1, February 1965.

A special issue, covering the three-year period from February 1962. The topics include trends in the measurement of general mental ability, special abilities, educational achievement, vocational interest, personality, and a short evaluation of research in educational and psychological testing.

Society for the Psychological Study of Social Issues. "Guidelines for Testing Minority Group Children." *The Journal of Social Issues,* v 20, n 2, April 1964, p 127–145.

This report is concerned with the misunderstandings and injustices that the use of standardized tests often perpetrate for minority-group children. Standardized tests present three major problems when used for minority-group children: (1) They may not provide reliable differentiation in the range of the minority group's score. (2) The predictive validity for the minority group may be quite different from that for the standardization and validation groups. (3) Valid interpretation is strongly dependent on an adequate understanding of the social and cultural background of the group in question. The report suggests that educators should not use tests as fixed tools to evaluate disadvantaged children.

LB3061 ABILITY GROUPING IN EDUCATION—NONGRADED SCHOOLS

Blake, Elias, Jr. "The Track System in Washington, D.C." *Integrated Education,* v 3, n 2, April-May 1965, p 27–35.

This is the text of a statement presented to the school board at a public hearing on the high school track system in Washington, D.C. It discusses the uses and misuses of IQ tests and of achievement tests for educational grouping which tends to discriminate against poorer children. (For background, see Hansen, "A Defense of the Track System," *Integrated Education,* June-July 1964.)

Borg, Walter R. "Ability Grouping in the Public Schools." *Journal of Experimental Education,* v 34, n 2, 1965, p 1–97.

This research project studied the differences in the effects upon elementary, junior, and high school pupils of two ability grouping systems. One adjusted the rate of curriculum presentation to various groups and the other, a random grouping system, offered some "enriched" courses. The author examined 4,000 pupils from grades four, six, seven, eight, and nine in two adjacent and closely comparable school districts in Utah. He collected research data over a four-year period in order to appraise the long-term effects of the two group treatments. Superior pupils in both elementary and junior high schools showed greater gains in ability-grouped classes. Slow pupils in both elementary and junior high showed better performances in the heterogeneous classroom. A 125-item bibliography is included.

DiLorenzo, Louis T. and Ruth Salter. "Cooperative Research on the Nongraded Primary." *Elementary School Journal,* v 65, February 1965, p 269–277.

This article tells of the New York State Education Department's efforts to study the nongraded plan. It describes theories of nongraded organization and evaluates studies of its effectiveness. The authors sum up the reasons for which the state department undertook the study: "There is a growing suspicion that nongrading has no reality—that it is merely a change in vocabulary which is not accompanied by any change in teaching practices, in what happens to the child in school, or in what is expected of him."

Hansen, Carl F. "A Defense of the Track System." *Integrated Education,* v 2, n 3, June-July 1964, p 48–49.

The author, then superintendent of schools in the District of Columbia, outlines the purposes and advantages of the track system. His basic point is, "Ability grouping takes place one way or another. It is better to organize, systematize, prepare for it, and to be aware of it."

Hansen, Carl F. *The Four-Track Curriculum in Today's High School.* Englewood Cliffs, N.J.: Prentice-Hall, 1964.

The author writes, "From the time of its adoption in 1956, the four-track plan [in the Washington, D.C. senior high schools] has been resistant to theoretical objections." He defends the plan, stating "that it is workable, flexible, and responsive to change without losing its essential identity," and examines its results and shortcomings.

Howell, H. "The Effects of Ability Grouping on Grades in Academic Subjects." *Educational Research Bulletin,* January 1965, p 15–18.

This examination shows an increase in failure rates for high school freshman and sophomores when changed from heterogeneous to homogeneous groupings. Juniors and seniors were unaffected.

Thomas, Robert Murray and Shirley M. Thomas. *Individual Differences in the Classroom.* New York: McKay, 1965.

The purpose of this book is to help teachers tailor learning to individual needs. It focuses on (1) intellectual differences; (2) differences in specialized abilities (success in music, art, and motor activities); and (3) psychophysical differences such as variations in hearing, seeing, and speaking.

Urevick, Stanley. "Ability Grouping: Why Is it Undemocratic?" *The Clearing House,* v 39, n 9, May 1965, p 530–532.

The author, a junior high school teacher, contends that schools committed to the principles of democracy are fostering undemocratic practices through ability grouping. He says, "It sets certain students not only apart from each other, but either above or below each other. The stratification is artificially based on questionable test score results." He contends that slower students keep getting slower education, and that the real damage is done not after the system takes hold in schools, but after it takes hold in society.

LB3062 SEGREGATION IN EDUCATION

Advisory Committee on Racial Imbalance and Education. *Because It Is Right—Educationally.* Boston: Massachusetts State Board of Education, April 1965.

The goals of the advisory committee appointed by the Massachusetts State Board of Education were to (1) determine if racial imbalance exists; (2) determine if racial imbalance is educationally harmful; and (3) recommend ways of eliminating it. This report discusses some of the most common misconceptions about school integration and concludes that racial imbalance harms both Negro and white children. Six research papers, which give some background to the study of racially balanced schools (the papers have been annotated separately), are also included. Recommendations are given for the Boston and Springfield areas with additional suggestions for the Medford, Cambridge, and Worcester areas.

After School Integration—What? Proceedings of the third annual invitational conference on urban education. Graduate School of Education, Yeshiva University, New York, 1964.

This examination of the problems that will remain after the schools have been integrated physically attempts to provide some guidelines for the solution of these problems.

Annotated Bibliography of Effects of School Desegregation. Institute of Urban Studies, Teachers College, Columbia University, December 1964, mimeo.

This collection contains summaries of six articles about the effects of school desegregation. They are: "De facto Segregation and Interracial Association in High School," by Nancy H. St. John; "Social Class and Cultural Differences in Mental Ability," by Gerald Lesser; "Integrated Schools and Negro Character Development," by C. P. Armstrong and A. J. Gregor; "The Scholastic Performance of Negro and White Pupils in the Integrated Public Schools of the District of Columbia," by Carl F. Hansen; "A Study of the Immediate Effects of Integration on Scholastic Achievement in the Louisville Public Schools," by Frank H. Stallings; and "The Effects of Desegregation on Performance of Negroes," by Irwin Katz. Some of these articles have been annotated separately.

Arisman, J. Michael. "The New Negro Casualties." *Commonweal,* v 83, n 12, December 24, 1965, p 372–373.

This article deals with the position of Negro teachers who have lost their jobs when school districts have been integrated. This discrimination, untouched by civil rights law, has increased the number of such dismissals, particularly in North Carolina, Texas, and Florida, where desegregation is proceeding most rapidly.

Armstrong, C. P. and A. J. Gregor. "Integrated Schools and Negro Character Development." *Psychiatry,* v 27, n 1, February 1964, p 69–72.

The authors present a documented discussion of factors influencing psychic tension among Negroes and the implications of these factors for school integration. These factors include: negative stereotypes for Negroes, limited opportunities for Negroes to identify with authority figures, opportunities to perceive deficient Negro performance, and Negro rejection by whites.

Baron, Harold. "Northern Segregation as a System: The Chicago Schools." *Integrated Education,* v 3, n 6, December 1965, p 54–59.

The author contends that while present American race relations originated in the Southern plantations, the metropolitan North has fashioned its own institutions that are capable of maintaining racial subjugation. He argues that the school will continue to perpetuate subjugation unless it undergoes drastic change. He points to the Chicago public schools as an illustration of Northern segregation.

Beetle, David H. *The Road to Integration.* Utica, N.Y.: The Daily Press, 1964.

The integration of the Greenburgh School District is described. This was one of the first areas in the nation to begin the practice of busing pupils. The Greenburgh youngster attends five schools during his public school career. Following the Princeton Plan, he begins in kindergarten, attends separate schools for grades one-two, three-four, five-six, then moves to a completely integrated junior-senior high school.

Blackman, Allan. "Planning and the Neighborhood School." *Integrated Education,* v 2, n 4, August-September 1964, p 49–57.

This talk, given before the American Institute of Planners, concerns the "neighborhood unit" and the school within this unit. The author asks planners to reconsider their commitment to this form of school planning. He raises the questions: "What are the purposes and values of the neighborhood school?" "Are the values of the neighborhood school more important than the values of racial integration of schools?" "Can we achieve both the goals of the neighborhood school and of racial integration?" "What are the alternative forms of school organization?"

Brickman, W. W. "Compulsory School Busing and Integration." *School and Society,* v 92, n 2247, October 17, 1964, p 283.

This is a brief editorial about some issues and implications of compulsory school busing in New York City.

Buchheimer, Arnold and Naomi Buchheimer. *Equality Through Integration.* New York: Anti-Defamation League, 1965.

This is a report on the integration of Greenburgh School District No. 8 in New York. It describes how the supervising principal, a New York University team, the board of education, and the school staff involved the community in integrating its schools. The report discusses the total program of integration which includes grouping, curriculum, and "Project ABLE," and reviews community and student reactions. It points out problems created by changing an institution and the specific problems inherent in desegregation and integration; it also examines the future of the school district.

Chamberlain, G. L. "Junior Interracial Council Shows the Way." *Catholic School Journal,* v 65, n 7, September 1965, p 66 +

The Junior Interracial Council, composed of students from two Catholic high schools in St. Louis, was formed to promote "racial justice, based on natural law, through education and action, and the social teachings of the Church." The group freely discussed the problems of racism in their city. They held panels before other members of the school body, they visited and talked with groups such as CORE and the NAACP, and they organized summer programs for children in their area. Negro and whites visited each other at home and participated in "kneel-ins."

Clark, Kenneth B. *Dark Ghetto.* New York: Harper & Row, 1965.

This study of the Negro ghetto is an attempt to understand the combined problems of the confined Negro and of the American slum. It describes and interprets their effect. Much of the book is based on data from the HARYOU studies of Harlem.

LB3062 SEGREGATION IN EDUCATION (con't)

Clark, Kenneth B. *Social and Economic Implications of Integration in the Public Schools.* Washington, D.C.: U.S. Department of Labor, Manpower, Automation and Training, November 1965.

The author examines the complex social and economic problems that arise from the deteriorating quality of Negro education in Northern urban centers.

Cohen, Arthur M. "Phased Integration in Miami." *Integrated Education,* v 2, n 6, December 1964–January 1965, p 38–42.

The author describes the integration of elementary and secondary schools and colleges in Dade County, Florida. He describes relevant legislation and school board decisions. He discusses the way in which ecology and economy (industry entrance, large labor supply, etc.) are factors that influence the steady progress of integration in Miami.

Coles, Robert and Joseph Brenner. "American Youth in a Social Struggle: The Mississippi Summer Project." *American Journal of Orthopsychiatry,* v 35, n 5, October 1965, p 909–926.

The authors describe the background, orientation, planning, and activities of a civil rights organization working toward desegregation in Mississippi. This project attempted to challenge not just a town or city, but the segregationist laws and attitudes of the entire state. The authors describe their role in the project and attempt to give a view of the kinds of students involved, their purposes, and their adjustments under the strain.

Coles, Robert. "Busing in Boston." *New Republic,* v 153, October 2, 1965, p 12–15.

This article concerns de facto segregation and the busing of children. In the fall of 1964, 200 Negro children attending Garrison School in Boston's Negro section of Roxbury, were informed that they would have to attend Boardmer School (an antiquated, inadequate school in the midst of a Roxbury urban renewal area). Angry parents refused to enroll their children in the Boardmer School and sought an injunction for its closure. They decided to take advantage of Boston's "open enrollment policy," and to bus their children to the Peter Faneuil School at the foot of Beacon Hill. The author describes the formation of the parents organization and the manner in which they financed the busing. He also describes the experiences and conversations with the Negro children and their white classmates that reveal a change in attitude.

Curwood, Sarah T. "Mothers and the Schools of the Ghetto." *Integrated Education,* v 3, n 2, April-May 1965, p 35–43.

This study is concerned with the Negro and white parents who live in the Doyle and Jenkins Street School District in Providence, Rhode Island. Eighty-five per cent of the public school students in this neighborhood, adjacent to Brown University, are Negro. Many white residents send their children to school outside the district. Thirty-six Negro mothers (20 per cent of the Negro mothers) and ten white mothers (all the white mothers) were asked to indicate their family social characteristics, the nature of their relationship to the schools serving their elementary-age school children, their aspirations for their children, and what they felt their families and schools should do to realize these hopes. The author discusses community reactions to plans for a new school.

Davis, Joan V. "Integrating a White Ghetto." *Saturday Review,* v 48, November 20, 1965, p 84–85.

The superintendent of schools in Darien, Connecticut, calls his affluent, suburban children disadvantaged because they are isolated from the realities of mixed racial, social, and economic situations, and the poverty of slums. He initiated an experimental program of educational exchanges between Darien teachers and Negro teachers in New York City schools. Six Negro teachers and six Darien teachers changed classrooms for three weeks in March and April. Some New York teachers lived with Darien families. Since this program began in Darien, other areas, such as Norwalk, have contemplated a teacher-student exchange. The exchange program has also been introduced in California and Florida.

Dentler, Robert A. "Community Behavior and Northern School Desegregation." *Journal of Negro Education,* v 34, n 3, summer 1965, p 258–267.

The author states that Northern communities enjoy the immunity of "a status quo where calls for change are seldom if ever made." He describes present school desegregation in the North, the elements in the community that influence it, and the community decisions that impede or facilitate positive change.

Dentler, Robert A. *Some Current Schemes for School Integration: An Evaluation and a Proposal.* Institute of Urban Studies, Teachers College, Columbia University, October 1964.

This paper is based on two assumptions: (1) that social problems evolve from and are intensified by failures to achieve compatible rates of social change within communities; (2) that whenever social changes are achieved in a domain affecting a great many citizens, new growth is stimulated and potentialities for resolving previous difficulties are released in the process. The author particularized the implications of these assumptions in relation to public school desegregation in two case illustrations: Little City, with a population between 15,000 and 65,000, and Big City, such as New York. He outlines and discusses current schemes for school integration appropriate to each case. These schemes include the closing of segregated schools, rezoning open enrollment, voluntary exchange, the free-choice transfer plan, the Princeton Plan, revision of plant use, and the educational complex.

Fantini, Mario D. and Gerald Weinstein. "Integration: Mandate for Educational Change." *Integrated Education,* v 2, n 6, December 1964–January 1965, p 31–36.

The authors discuss the terms "desegregation" and "integration" in the Northern urban school. They contend that real structural changes in the schools are a must and that "peripheral accoutrements" (reading teachers, smaller classes, extra counselors) have limited value in the overall picture. They recommend such major changes as the ungraded approach, team teaching and planning, programmed instruction, personality grouping, and intergroup education.

Gordon, Leonard. "The Carver-Oak Park Merger." *Integrated Education,* v 3, n 3, June-July 1965, p 45–51.

The author describes the merger of the two very disparate Carver and Oak Park school districts in Detroit. Half of the residents of Oak Park, a middle-class suburban community, are Jewish; one-third are Catholic. Most residents in Carver are Negro; 70 per cent are within the lower socioeconomic level.

Gottlieb, David. "The Absorption of Newcomers: Some Alternative Strategies in the Integration of Urban High Schools." *American Journal of Orthopsychiatry,* v 35, n 2, 1965.

This paper describes the school as a social system within a city, illustrates the manner in which many integrated Northern urban high schools enhance racial segregation, and recommends alternative strategies for attaining truly integrated high schools. The author distributed questionnaires to racially different urban high school students, analyzed high school year books, and interviewed students. He notes that minority-group organizations and residential mobility have altered the structure and function of public schools. He argues that schools must be modified to meet social pressures.

Gottlieb, David and Warren D. Ten-Houten. "Racial Composition and the Social System of Three High Schools." *Journal of Marriage and The Family,* v 27, n 2, May 1965, p 204–212.

LB3062 SEGREGATION IN EDUCATION (con't)

The authors compared the social systems of Negro and white youths in three Midwestern inner-city high schools. They found that upon first entering an all-white school, Negroes were timid about informal activities with white children and sought rewards in the formal school system. As the percentage of Negroes increased, two separate social systems emerged. When racial changeover was completed, Negro students behaved much like white students and entered all activities.

Grambs, Jean D. "A Sociological View of the Neighborhood Schools Concept." In Advisory Committee on Racial Imbalance and Education, *Because It Is Right—Educationally.* Boston, Massachusetts: State Board of Education, April 1965.

This article presents an overall view of the neighborhood school as compared to the private or parochial schools that compel children to go outside their districts. The author examines the urban and suburban child who attends a neighborhood school, the teacher who typically lives outside the neighborhood, and the parents' identification with the local school.

Green, Donald Ross, James A. Jordan, W. J. Bridgeman, and Clay V. Brittain. *Black Belt Schools: Beyond Desegregation.* Atlanta: Southern Regional Council, November 1965.

The authors note that after formal desegregation, ordinary school improvements are still likely to prove inadequate. They describe the living conditions and education in some Southern counties. They use school systems to illustrate the kinds of changes in the standard pattern of schooling which they feel should be made in all Southern schools.

Green, Robert Lee et al. *The Educational Status of Children in a District Without Public Schools.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1964.

This study sought to determine the general effects of closed public schools on the environment of a Negro neighborhood. The authors found that the children's academic achievement was severely retarded and that communication between Negroes and whites was reduced to a minimal level.

Hauser, Philip M. "Dynamic Inaction in Chicago's Schools." *Integrated Education,* v 2, n 5, October-November 1964, p 44–46.

The author reports a discussion before the American Federation of Teachers about the inactivity of the Chicago Board of Education. He contends that the board of education has been "weak and vacillating—and subservient to two faces which have cowed it into dynamic inaction." The faces are that of a reluctant general superintendent and that of a vociferous anti-Negro minority group. In five months the board did little about the 13 recommendations made by the Advisory Panel on Integration of public schools in Chicago, of which the author was chairman.

Hickerson, N. "Some Aspects of School Integration in a California High School." *Journal of Negro Education,* v 34, n 2, spring 1965, p 130–137.

The author investigated whether Negro and non-Negro students receive similar formal and informal education in a California high school. He compared the assignments and participation in six areas (among which are college prep program, college electives, academic and nonacademic) of the high school program by Negro and other students. Since the enrollment included a large group of Mexicans and Filipino-Americans, it was possible to examine these two groups separately in relation to Negroes and whites.

Howe, Frances. "Mississippi's Freedom Schools: The Politics of Education." *Harvard Educational Review,* v 35, n 2, 1965, p 144–160.

The author, a director of a freedom school, describes the purpose, operation, and curriculum of the freedom schools and also details the attitudes of the children, the workers, and the community involved in these schools.

Humphrey, Hubert Horatio. *Integration vs. Segregation.* New York: Thomas Y. Crowell Co., 1964.

This book presents factual views of major sides of the segregation issue during the past decade. It begins with the Supreme Court decision in 1954, and the opposing Southern manifesto. It includes several legal and sociological analyses.

Hyman, Jacob D. and Wade J. Newhouse, Jr. "Desegregation of the Schools: The Present Legal Situation." *Urban Education,* v 1, summer 1964, p 46–73.

The authors analyze the legal implications of the *Brown* case for school desegregation. They begin by reviewing the history of its enforcement in the South.

Ingle, Dwight J. "Individuality as a Factor in Integration." *School Review,* v 73, n 4, winter 1965, p 329–338.

The author examines evidence supporting and denying racial differences in biological intelligence and comments that the literature is descriptive and gives little insight into the causes of racial differences in test performance and school achievement. He says that attention to individuality is necessary if "man is to guide the evolution of humanness away from emotionally-based revolution, toward freedom rather than regimentation, and toward integration rather than resegregation. The right to achieve individuality is complementary to the concept of equality before the law."

Integrated Education, v 2, n 2, June-July 1964.

This issue includes: "Children and Discrimination," by Dr. Benjamin Spock; "Education and Equality," by the Rev. Martin L. King; "Educational Excellence in Harlem," HARYOU; "Some Effects of Segregation and Desegregation," by Gerald Lesser et al.; "School Integration in England," by Sir Edward Boyle; "Administrators on School Integration," Council of School Administrators; "Moses and Pharaoh in Cleveland," by Francis Chase; "What to Read on Public School Integration," by Benjamin F. Smith; "Integration in Church Schools," by Albert Cardinal Meyer; "Educational Deprivation: Three Minorities," U.S. Department of Labor; "A Defense of the Track System," by Carl F. Hansen; and a bibliography of school integration and related topics. Some articles have been annotated separately.

Integrated Education, v 3, n 2, April-May 1965.

This issue includes: "Equality in Schools, 1872," by Frederick Douglass; "School and Race in Portland," by Robert F. Agger and Clyde DeBerry; "The Track System in Washington, D.C." by Elias Blake, Jr.; "Mothers and Ghetto Schools," by Sarah T. Curwood; "The Springfield Ruling," by George C. Sweeney; and a bibliography of school integration and related topics.

Integrated Education, v 3, n 3, June-July 1965.

This issue includes: "Day-to-Day Problems of School Integration," by Aaron Lipton; "The Tiptoers and the Marchers," by Terry Ferrer; "The Educational Complex Study Project," by Robert A. Dentler and others; "A Study of School Integration," by Charles V. Willie and Jerome Baker; "Schools for a Multiracial World," by Roy Wilkins; "Civic Groups and Compensatory Education," by William F. Brazziel; "The Carver-Oak Park Merger," by Leonard Gordon; "Some Psychological Aspects of Learning in the Disadvantaged," by Martin Deutsch; "A TVA for Textbooks," by Meyer Weinberg; and a bibliography of school integration and related topics.

LB3062 SEGREGATION IN EDUCATION (con't)

IRCD Bulletin, v 1, n 4, September 1965. New York: Project Beacon, Graduate School of Education, Yeshiva University.

This bulletin contains a selected bibliography on desegregation and integration.

Kossow, Henry H. "An Integration Success Story." *School Board Journal,* v 151, July 1965, p 39–40.

The author describes the integration of the multiethnic Del Paso Heights School District in California. This district, a suburb of Sacramento containing more Negro than white students, began integrating in 1961.

Lamanna, Richard. "The Negro Teacher and Desegregation: A Study of Strategic Decision Makers and Their Vested Interest in Different Community Contexts." *Sociological Inquiry,* v 35, n 1, winter 1965, p 26–40.

This paper concerns the role of the Negro public school teacher in the process of desegregation. It indicates the manner in which Negro teachers feel school desegregation will affect them and their jobs, and the extent to which the teacher's attitudes and behavior in the community and classroom are a function of the community context and his perceived self-interest. A total of 796 questionnaires were distributed to all the teachers in 31 Negro schools in North Carolina. The majority of teachers expect teacher desegregation to influence student desegregation. Over 61 per cent anticipate some Negro teacher displacement.

Landers, Jacob. "Integration, Dilemma, and Challenge." *High Points,* v 47, n 8, November 1965, p 6–14.

The author discusses the New York City board of education's official policy about integration and the effect of segregation on the school population, and suggests changes in the system for integrated and quality education.

Lang, Kurt and Gladys Engel Lang. "Resistance to School Desegregation: A Case Study of Backlash Among Jews." *Sociological Inquiry,* v 38, n 1, winter 1965, p 94–106.

Systematic observations and interviews were conducted with participants in a school desegregation controversy about pairing two elementary schools. The author examined the attitudes and characteristics of both champions and opponents of integration, in an effort to identify the social causes of Northern resistance to school desegregation. Although all respondents valued education, those with a lower socioeconomic status viewed schooling as a means to material ends, not as a good in itself. Jews expressed no greater readiness to accept the proposal than other respondents. Respondents with a high socioeconomic status tended to favor the plan.

"Learning Effects of Integration in New Rochelle." *Integrated Education,* v 2, n 6, December-January 1964-65, p 30–31.

This is a brief discussion of integration progress in New Rochelle and of the effects of integration on academic achievement of the first transfer students. Scores from grades one through five were evaluated. The mean grade-equivalent scores showed a pattern of growth consistent with comparable socioeconomic and ethnic groups. Differences in reading scores for the transfer and nontransfer group (comparable both ethnically and socioeconomically) and the white group (socioeconomically, but not ethnically comparable) were found to have statistical significance. However, when all these groups were compared at 4th-grade level to students from an exclusively white school population with different backgrounds, scores were significantly lower, particularly in reading.

Lesser, Gerald S., Kristine M. Rosenthal, Sally E. Polkoff, and Marjorie B. Pfankuch. "Some Effects of Segregation and Desegregation in the Schools." *Integrated Education,* v 2, n 3, June-July 1964, p 20–26.

The authors discuss the effects of school segregation and desegregation on both Negro and white children. They relate these to the acquisition of academic skills, the development of a positive self-concept, and the creation of a strong motivation to learn. They suggest that segregated schools provide limited opportunities for children to develop their capacities.

Levine, Daniel U. "Integration: Reconstructing Academic Values of Youths in Deprived Areas." *The Clearing House,* v 39, n 3, November 1964, p 159–162.

The author devotes attention to the adolescent members of minority groups whose orientation is opposed to study. He indicates that, while integration will solve the injustices in the classroom, it will take a more radical change to effect necessary scholastic rehabilitation.

Lipton, Aaron. "Day-to-Day Problems of School Integration." *Integrated Education,* v 3, n 3, June-July 1965, p 3–19.

The principal of a school in the Greenburgh School District in Hartsdale, N.Y., describes problems of integration within his district. He also discusses the changes in attitudes of the children, teachers, administrators, and parents toward school integration.

Luchterhand, Elmer and Leonard Weller. "Social Class and the Desegregation Movement: A Study of Parents' Decisions in a Negro Ghetto." *Social Problems,* v 13, n 1, summer 1965, p 83–88.

This study examines the manner in which social class and other factors relate to decisions by Negro parents either to transfer their children to newly desegregated elementary schools, or to keep them in ghetto schools in New Rochelle, New York. Parents of 169 families were interviewed. The authors found that more children from lower class families transfer than remain. This finding contradicts predictions by studies of social-class attitudes to education. The authors explained that their finding is due to the long duration and intensity of the controversy over school desegregation in New Rochelle.

Meyer, Albert Cardinal. "Integration in Church Schools." *Integrated Education,* v 2, n 3, June-July 1964, p 45–46.

This is a letter from Albert Cardinal Meyer to all Chicago Roman Catholic parish schools. It outlines a pledge for fair employment practices in church-related institutions, a recommendation made by the local school board.

New Life for Old Schools. Great Cities Program for School Improvement, 228 North LaSalle Street, Chicago, Ill., 1965.

This is the first report in a study for updating outmoded school buildings in 15 major American cities.

New York Court of Appeals. "The Balaban Decision: Pro and Con." *Integrated Education,* v 2, n 5, December 1964-January 1965, p 45–48.

This article discusses the question: "Will the courts hold invalid the adoption by a board of education of a 'zoning plan' for a new public school because the board in addition to other relevant matters, took into account in delimiting the zone, the factor of racial balance in the new school, thus resulting in an enrollment of one-third Negro, one-third Puerto Rican and one-third white in Junior High School 275 in Brooklyn?" Pros and cons to the argument are presented here and other cases with similar issues are cited.

New York State Education Commissioner's Advisory Committee on Human Relations and Community Tensions. *Desegregating the Public Schools of New York City.* Board of Education, New York City, 1964.

LB3062 SEGREGATION IN EDUCATION (con't)

This report evaluates the past efforts and current plans of the New York City Board of Education and its staff to desegregate the public schools. Included are discussions of open enrollment, zoning, free choice transfer policy, junior high feeder pattern changes, and pairing proposals. Ways of simultaneously desegregating and improving the schools are proposed. Data on paired schools (status) and on educational complexes are also included.

Nolte, M. Chester. "Racial Imbalance in Public Schools Can Be Solved by Men of Goodwill." *The American School Board Journal,* v 148, n 6, June 1964, p 15–16.

This article discusses a case of desegregation in the Northern community of New Rochelle, a suburb of New York City. It summarizes actions which the school board took in response to the charge that Lincoln School had been "deliberately created and maintained by the board as a racially segregated school."

Pettigrew, Thomas F. "Continuing Barriers to Desegregated Education in the South." *Sociology of Education,* v 38, n 2, winter 1965, p 99–111.

The author discusses the influence of three factors on the rate of Southern educational desegregation: (1) social structure; (2) white resistance; and (3) Negro resistance.

Princiotto, Ted. "Press Coverage of School Integration in Cleveland." *Theory Into Practice,* v 3, n 4, October 1964, p 135–139.

This is a journalistic view of the racial trouble and riots in Cleveland in January and February 1964. The author notes that, although the Cleveland newspapers covered this controversy well, their objectivity caused some damaging publicity to both sides. He feels that the school personnel could have released more information. He excuses the tension that newspaper coverage may cause by defending the papers' duty to gather facts of community interest.

Rhodes, Albert L., Albert J. Reiss, Jr., and Otis Dudley Duncan. "Occupational Segregation in a Metropolitan School System." *American Journal of Sociology,* v 70, n 6, May 1965, p 682–694.

The authors examine the relationship between socioeconomic levels of close friends (7th through 12th graders in Nashville, Tennessee) and the extent to which these friendships may be caused by school and residential segregation.

Ricken, Robert. "Integration: Educational Leadership Is Needed." *The Clearing House,* v 39, n 3, November 1964, p 163–164.

The author notes that physical integration will leave serious educational challenges, and he urges educators to assume strong, positive roles in seeking equitable solutions.

Riessman, Frank. *Integration: The Key to Quality Education for All.* East Lansing: Michigan State University, 1964, mimeo.

Riessman discusses the ways in which integrated education will produce improved education. He examines the resistance of white parents to integration and presents a strategy for a transitional period of integration in the North.

Roach, S. F. "What the Federal Courts Say About Racial Imbalance in Northern School Systems." National Association of Secondary School Principals. *Bulletin,* v 49, n 305, December 1965, p 41–55.

The author examines the extent to which public school authorities are legally permitted or required to obtain racial imbalance in Northern school systems. He defines and discusses such terms as "neighborhood school plan," "racial imbalance," "de jure segregation," and "de facto segregation." He notes cases relevant to this issue (Manhasset, N.Y., January 1964; Springfield, Mass., January 1965; Hempstead, N.Y., April 1962; Gary, Indiana, January 1963; and Chicago, Ill., November 1963).

Rogers, David and Bert Swanson. "White Citizen Response to the Same Integration Plan: Comparisons of Local School Districts in a Northern City." *Sociological Inquiry,* v 35, n 1, winter 1965, p 107–122.

The authors compare and interpret the responses of white parents to a compulsory integration plan in two local school areas. The group with low receptivity were lower-middle-class homeowners (recent migrants from slums, second generation Americans, poor participants in local organizations, and ethnically homogeneous). The more receptive group were upper-middle-class apartment dwellers (less ethnocentric, better participants).

Rose, Peter I. and Stanley Rothman. "Race and Education in New York." *Race,* v 6, n 2, October 1964, p 108–116.

This article discusses the problems of integration, New York City schools, and Negro and white perceptions of these problems. The authors feel that the better and integrated schooling will be possible only if both groups discard slogans and similar techniques and candidly express their anxieties to each other. They also feel that civil rights groups must establish communication between communities, and school administrators must share the administration of their schools with nonprofessionals.

Rowe, Robert N. "Is Berkeley School Integration Successful?" *American School Board Journal,* v 151, December 1965, p 5–6.

The author describes the process by which three Berkeley junior high schools were integrated and some reactions to this integration after a year. He suggests that the most obvious gain has been social. He found that the grouping of children into four groups according to potential and achievement was successful.

St. John, N. H. "De Facto Segregation and Interracial Association in High School." *Sociology of Education,* v 37, n 4, summer 1964, p 326–344.

This study examines two questions: (1) "Do integrated high schools promote interracial associations and encourage Negroes to participate fully in the formal peer culture of the school?" (2) "What effect does earlier (elementary school) de facto segregation have on the high school behavior (informal and formal cross-racial association) of Negro students?" The author gathered data from Negroes attending two long-integrated high schools in a New England city. He found that there were more formal than informal interracial associations, but also that Negroes participated and held office in nonacademic school organizations as frequently as white students. Both Negro and white students tended to prefer their own groups, Negro students more than white.

"The School Board Investigates." *Integrated Education,* v 3, n 6, December 1965, p 45–51.

An abstract of the meeting of the Chicago Board of Education in October 1965, which examined the charges about racial discrimination in the public school system.

Seasholes, Bradbury. "Impact of Racially Imbalanced and Balanced Schools: An Assessment by Professional Educational Research Personnel." In Advisory Committee on Racial Imbalance and Education, *Because It Is Right—Educationally.* Boston: Massachusetts State Board of Education, April 1965.

Six hundred members of the American Educational Research Association were polled by mail for their opinions about the impact of racial homogeneity or heterogeneity on two aspects of education: (1) basic academic achievement; and (2) absorption of a sense of social position. These findings support previous assumptions that racial homogeneity in schools depresses academic achievement and racial homogeneity depresses Negroes' perceptions of their place in society.

Smith, Benjamin F. "What to Read on Public School Integration." *Integrated Education,* v 2, n 3, June-July 1964, p 40-45.

A review of books that discuss in detail examples of school integration.

Sullivan, Neil V. "A Case Study in Achieving Equal Educational Opportunity." *Journal of Negro Education,* v 34, n 3, summer 1965.

The author traces the history of the free schools in Prince Edward County in Virginia. He discusses and analyzes such successful components of the free schools as: (1) a biracial board of education; (2) recruitment and selection of a biracial faculty organized for maximum effectiveness, team teaching, nongraded organization and inservice training; (3) the unique association of the federal government, private foundations, state department of education and the local board of education (trustees); (4) the development of a curriculum that designs a program for every child; and (5) effective communication.

Swanson, Bert E. "Subcommunity Response to City-Wide School Policies: Measuring White Parent Decisions on School Pairing." *School Review,* v 73, winter 1965, p 393-409.

The author observed the school "pairing" controversies in New York City in order to construct a political map of the school system and to evaluate data availability. Efforts were made to develop a specific measure of local citizen and parent response to selected integration policies. He discusses the pairing of white P.S. 149 in Jackson Heights and Negro P.S. 92 in Corona, the parents' responses, and the boycott. He examines the relationship between top policymakers and local participating groups, investigates the determinants of public policy of education, and points out that not enough effective power has been accumulated by any one man or small group to create the conditions required for making decisions.

Swanson, Bert E. and Clare Montgomery. "White Citizen Response to Open Enrollment." *Integrated Education,* v 2, n 4, August-September 1964, p 44-48.

The authors examine the reactions of white citizens to an open enrollment policy when two busloads of children were transported to an all-white school. They also explore the dynamics of their reactions and the possible short- and long-range consequences.

"To Achieve Both Integration and Quality." *Phi Delta Kappan,* v 46, n 1, September 1964, p 26.

A brief comment on the success of Greenburgh School District No. 8 in Westchester County, New York, in raising its educational standards while achieving integration. Negroes constitute 36 per cent of the student body.

Weinberg, Meyer. *Learning Together: A Book on Integrated Education.* Chicago: Integrated Education Associates, 1964.

All articles in this book have appeared in the bimonthly magazine, *Integrated Education.* The collection describes historical aspects of school segregation, new approaches to integration in 12 cities, and legal and political aspects of problems associated with integration, and includes a comprehensive bibliography.

"What I Think About Integration." *Jewish Currents,* September 1965.

Twelve short, prize-winning essays by Jewish children, age ten to 13, on their thoughts about integration.

Wilkerson, Doxey A. "School Integration, Compensatory Education and the Civil Rights Movement in the North." *Journal of Negro Education,* v 34, n 3, summer 1965, p 300-309.

The author analyzes and comments on school integration and compensatory education in the North and on the interrelations between these developing trends. He considers (1) centering the responsibility for de facto school segregation; (2) relating school integration to equal educational opportunities and academic performance; and (3) relating desegregated public schools to massive residential segregation in big cities. He also asks: What happens after school desegregation? Should one expect that merely bringing white and Negro children to the same school will yield important educational values?

Willie, Charles V. and Jerome Beker. "A Study of School Integration." *Integrated Education,* v 3, n 3, June-July 1965, p 30-32.

This article is the text of a statement presented in a public hearing by the Syracuse School District. It deals with proposals to desegregate the inner-city elementary and junior high school. The study involves eight schools in which 254 students were transferred. Seventy-one per cent of the transferred students were Negroes, 27 per cent were white, and 2 per cent were American Indian. Tests were given at the beginning and the close of the school year; parents and teachers were interviewed. Findings indicate that (1) younger children will assimilate into a new school more readily than older children; (2) no social adjustment problem results from transferring children outside their neighborhood; and (3) whites as well as Negroes will receive substantial benefits by attending schools with children from diversified backgrounds.

Wogaman, T. D. "Berkeley Story: Desegregation Under the Ramsey Plan." *California Education,* v 3, n 4, December 1965, p 4-6.

In May 1964, the Berkeley Board of Education adopted the Ramsey Plan (named for the teacher who conceived it) which was designed to eliminate de facto segregation in grades seven through nine by reorganizing the Berkeley junior high schools. Under the Ramsey Plan, the Burbank Junior High School, formerly predominantly Negro, became exclusively a 9th-grade school to serve all 9th graders in the city. All 7th- and 8th-grade pupils were divided between Garfield and Willard, the two remaining junior high schools. The 9th-grade campus at Burbank became a part of Berkeley High School. Although no formal evaluation has been made, the author notes the high morale of faculty, student body, and parents.

LB3081 SCHOOL—ATTENDANCE

Douglas, J. W. B. and J. M. Ross. "The Effects of Absence on Primary School Performance." *British Journal of Educational Psychology,* v 35, n 1, 1965, p 28-40.

An analysis of the effects of absence on the school test performances of 3,273 primary school children. The authors found that test performance by upper-middle-class students was unaffected by the amount of their absences. They recorded considerable effects, however, among students from all other social classes. Children who are often absent in the first two years of school, but have good attendance in subsequent years, catch up. But this is not true when they come from lower classes, or attend primary schools with poor academic records.

LB3205 SCHOOL—FACILITIES

Boykin, Arsene O. "Measuring the Attractiveness of an Urban Elementary School." *Urban Education,* v 1, summer 1964.

The author suggests that the attractiveness of an urban elementary school can be measured indirectly by the rate of transfer of teachers. He contends that to make an urban elementary school attractive, it is necessary to control the characteristics of the school and of its community, as well as to train teachers for a "difficult" school.

Ferrer, Terry. *The Schools and Urban Renewal: A Case Study From New Haven.* New York: Educational Facilities Laboratories, 1964.

This is a case study of the urban renewal and redevelopment program in New Haven. The school and its program have become a central element in this plan. During a ten-year period ending in 1970, New Haven will replace 40 per cent of its schools (15 new schools). The author discusses other proposed schools and programs.

Karmel, Louis J. "Effects of Windowless Classroom Environment on High School Students." *Perceptual and Motor Skills,* v 20, n 1, 1965, p 277–278.

The author examines the effects of a windowless classroom on the drawings of high school students. The 643 students drew windows significantly more often than their 574 peers attending a school with windows. It was inferred that the windowless group had negative feelings toward school and were more maladjusted and unhappy than the windowed group.

Michigan University School Environments Research Project. *The Effect of Windowless Classrooms on Elementary School Children.* Ann Arbor: University of Michigan, Architectural Research Laboratory, 1965.

This study investigates the effects of windowless classrooms on learning achievements and the reactions of youngsters to such classrooms. The authors found that teachers appreciate the reduced distractions in windowless classrooms. Parents and students expressed no significant change in attitude, and students enjoyed the added bulletin board space. The authors concluded classroom windows have very little, if any, effect on a child's ability to learn.

LB3029 EDUCATIONAL PARKS

Dentler, Robert A. et al. "The Educational Complex Study Project." *Integrated Education,* v 3, n 3, June-July 1965, p 21–30.

An examination and analysis of the concept of the educational complex in reference to public schools in New York City. This study was to provide the basis for a decision by the Board of Education concerning educational complexes. The authors suggest that the educational complex would be a valuable component of a larger plan to achieve quality integrated education, but that taken by itself, its benefits would be slight.

The East Orange Education Plaza. East Orange, N.J.: Board of Education, 1965.

This brochure describes and illustrates plans for the East Orange Education Plaza, which is designed to educate children from kindergarten through junior college. The plaza will be constructed in seven stages and will furnish year-round education in an ungraded setting. The middle-school idea will be incorporated in a center for grades five through eight.

Grieder, C. "Education Parks May Replace the Neighborhood School." *Nation's Schools,* v 76, n 6, December 1965, p 14.

This brief article examines the idea of educational parks with grades ranging from kindergarten through grade 12 or 14, to replace neighborhood schools. The author presents eight arguments supporting the educational plaza idea.

Mauch, James E. "The Education Park." *American School Board Journal,* v 150, March 1965, p 9–11.

The author examines the concept of the "educational park," its purposes, its potential advantages, and its administrative problems.

LB3490 OPEN AIR SCHOOLS—UNITED STATES

Gabrielsen, M. Alexander and Charles Holtzer. *The Role of Outdoor Education.* New York: Center for Applied Research in Education, 1965.

The authors describe school programs to be conducted outdoors. They provide information about the curriculum, resources, leadership, activities, and projects in outdoor education. They give information from the first step of developing interest to financing and administering programs. The book includes an annotated list of resources for outdoor education.

LC87 EDUCATION—LOCAL POLITICS

Cahill, Robert S. and Stephen P. Hengley, eds. *The Politics of Education in the Local Community.* Danville, Ill.: Interstate Printers and Publishers, 1964.

The authors review the elitist-pluralist warfare in studies of community power. They examine questions related to community power structure and decision making. They discuss the place of action research in a changing social system and suggest needed joint research by educators and social scientists.

LC111 DUAL ENROLLMENT

Strasser, William C., jr. "Dual Enrollment (Shared Time), Patterns, Reactions, and Problems." *Phi Delta Kappan,* v 46, n 10, June 1965, p 509–512.

This study attempts to clarify concepts related to dual enrollment (shared time) in the educational structure. The author defines "dual enrollment" as an arrangement whereby a child or youth regularly attends a public school part time and a nonpublic school part time, and notes that this term should not be confused with "shared facilities" or with "released time." He discusses enrollment programs in many locales and the fact that they fall into two patterns: (1) "limited dual enrollment," (2) "partnership" (half-day "50–50" plan). Nonpublic school instructors say that dual enrollment fosters educational pluralism in their communities. Parents feel that it broadens educational opportunities. Pupils in long-established programs tend to take them for granted; they say that dual enrollment provides a change of pace and a new setting. Public school officials say that it provides economic advantages for public schools.

LC146 DROPOUTS—HIGH SCHOOL

Brown, B. Frank. "An Answer to Dropouts: The Nongraded High School." *Atlantic Monthly,* November 1964, p 86–90.

The author describes the reorganization of a Florida high school from a graded to a nongraded curriculum on the basis of students' achievement levels, rather than by their ages. He describes classroom work in various achievement phases. Remedial work is emphasized in the first phase, basic skills in second phase, average levels of course content in third and fourth phases (content reaches a deeper level in the latter phase), and college level courses in the fifth phase. An additional phase allows interested students to do independent study and research under faculty guidance. The author explains the new role of the teacher in the nongraded organization.

Cervantes, Lucius Ferdinand and Grace Platts Husted. *The Dropout: Causes and Cures.* Ann Arbor: University of Michigan Press, 1965.

This study presents and assesses the social background, the "influential

LC146 DROPOUTS—HIGH SCHOOL (con't)

others," and the personality characteristics of 300 youths. Half of these graduated from high school, half dropped out before graduation. Five types of behavioral dynamics, each having different effects on school attendance and completion, are presented: (1) the composition, dynamics, and emotional atmosphere of the nuclear family; (2) the friend-family system; (3) the peer group; (4) school experiences; and (5) personality variables derived from TAT protocols.

Cervantes, Lucius F. "Family Background, Primary Relationships, and the High School Dropout." *Journal of Marriage and the Family,* v 27, n 2, 1965, p 218–222.

This study tests the hypothesis that there are fewer primary relationships within the families of dropouts than within the families of high school graduates. (Primary relations are characterized by mutual acceptance as total persons, deep intercommunication, and personal satisfaction derived from being in each other's company.)

Dentler, Robert A. "Dropouts, Automation, and the Cities." *Teachers College Record,* v 65, March 1964, p 475–483.

The author discusses the high school dropout and his common attributes, such as low school achievement, low socioeconomic status, and low education of parents. He suggests remediation and retraining as solutions for the dropout. He stresses the need for excellence in the first three grades; good early education, he says, will prevent the need for later rehabilitation.

Dentler, Robert A. and Mary Ellen Warshauer. *Big City Dropouts and Illiterates.* New York: Center for Urban Education, 1965.

This study ranked the 131 largest cities in America by their number of high school dropouts and their degree of adult illiteracy, to discover whether differences in these rates were associated with certain features of the local economic and social structure. Findings show that variation in dropout rates and in the level of adult illiteracy is determined by differences in levels of poverty, occupational mix, economic opportunity, and social mobility. The authors found that the manner in which cities expend their public funds for health, welfare, and education is associated with their citizens' educational characteristics, but only in a general sense. The authors also examine white and nonwhite dropout rates and illiteracy among adults.

DiPasquale, Vincent C. "The Relation Between Dropouts and the Graded School." *Phi Delta Kappan,* v 46, n 3, November 1964, p 129–133.

The author contends that graded schools are not only "cumbersome anachronisms," but that because of their typical single standard of achievement, they contribute to early school leaving. Their standard he says, is too high for some, and too low for others. This results in averageness, reading retardation, and grade failure. He advocates ungraded schools as a major cure for the dropout problem. He summarizes the characteristics of the nongraded school and cites research findings on the advantages of the nongraded school: (1) The nongraded plan contributes to the decline in truancy and in the number of dropouts. (2) It improves teacher morale and student achievement. (3) It enhances emotional health and ego development. (4) It reduces incidence of vandalism and breakins. (5) Parents, observing that children like to go to school, readily accept the nongraded school. (6) Standards of achievement are raised because the child works in each subject at the level of his own ability.

Duncan, Beverly. "Dropouts and the Unemployed." *Journal of Political Economy,* April 1965.

This paper reviews the change in educational attainment in the United States since the turn of the century and links this change to changes in the employment situation. It shows that since the end of World War II, fluctuations in the rates of school attendance for boys have been influenced by the job market: when jobs are scarce, young men remain in high school; when jobs are plentiful, the dropout rate accelerates.

Elliott, Delbert S., Harwin L. Voss, and Aubrey Wendling. *Dropout and the Social Milieu of the High School: A Preliminary Analysis.* Presented at the 42nd annual Orthopsychiatric Association meeting, New York, 1965.

This paper differentiates three types of school dropouts: involuntary, retarded, and capable. It focuses on capable dropouts who have the ability to complete high school, and hypothesizes that such students leave school in response to competition with middle-class adolescents under circumstances favoring the latter. The authors selected 2,657 9th graders from seven junior high schools on the basis of their social class and their racial and ethnic characteristics. The 9th graders will continue to be interviewed annually until graduation from high school. Preliminary findings show that 90 per cent of the male dropouts report no participation in school activities. A high proportion of girls express dissatisfaction with school. Twice as many male dropouts believe their teacher did not treat them fairly; three times more dropouts than other students reported that they received no help from school counseling.

"An Experiment in Working With Potential School Dropouts." *Family Service Highlights,* v 26, n 6, n 8, 1965. (Family Service Association, 44 East 23rd Street, New York, N.Y. 10010.)

This article describes a project for casework counseling to reduce problems that lead to absenteeism and dropping out of school. The study, in Lockheed, Georgia, found that students' emotional and personality disturbances often indicated family problems. The authors suggest that the student's IQ makes no significant difference.

Fifield, Marvin Grant. "The Self-Concept as an Identifying Factor of School Dropouts." *Dissertation Abstracts,* v 25, n 3, 1964, p 1738.

The author analyzes the relationships between the pupil's self-concept and (1) whether he remained in school or dropped out after completing 8th grade; (2) selected characteristics associated with dropouts. He collected data on 2,387 8th-grade students in three subgroups: (1) dropouts; (2) stayins matched with dropouts on sex, socioeconomic level, and intelligence; and (3) randomly selected stayins. No significant differences were found for measures of self-concept between the dropout and any "stayin" group.

Lodato, Francis J. and Irving Zweibelson. "Curriculum Change, the Dropout and Delinquency." *Corrective Psychiatry & Journal of Social Therapy,* v 11, n 6, 1965, p 305–311.

The authors urge revision of curricula and additional occupational programs to increase the school's holding power over potential dropouts. Some of these recommendations include: (1) a team approach to encourage family participation to motivate students; and (2) counseling and special services to provide remedial and rehabilitation services.

Miller, S. M., Betty L. Saleem, and Herrington Bryce. *School Dropouts: A Commentary and Annotated Bibliography.* Syracuse, N.Y.: Syracuse University Youth Development Center, 1964.

A detailed survey of the literature and research on the school dropout. The authors discuss some problems of the quality and interpretation of research as well as of current action programs. They classify and summarize relevant sections of studies. References and methodology are annotated.

Mitchell, Howard E. "A Pilot Residential Educational Project for Culturally Deprived Youth." Presented at the 42nd annual meeting of the American Orthopsychiatric Association, 1965.

This paper describes a project which investigated the emerging counselortrainee relations in a pilot, residential, educational and vocational program for 16 through 21-year-old dropouts conducted at the University of Pennsylvania during the summer of 1964. One hundred unemployed boys, representing different racial and ethnic groups, were housed in dormitories at the University of Pennsylvania for five weeks during the summer. They participated in a program which included: (1) basic education in reading, mathematics, and communication skills; (2) prevocational skill training; (3) group counseling; (4) physical fitness; and (5) individual growth and development. Ten college and graduate students served as counselors and lived in the dormitories with the trainees; they sought to develop an *esprit de corps*, understand and handle individual problems, and appreciate individual potentials. The author found that two subcultures emerged among the counselors—the "teacher-social workers" and the "bosses." He concludes that limits should be placed on the roles of such counselors in residential rehabilitative programs.

"Program to Rehabilitate Dropouts." *School Management*, v 9, n 8, August 1965, p 39–41.

This article describes the "personalized curriculum project," a program to rehabilitate dropouts in Oscoda, Michigan. Unlike most work-study programs, Oscoda's half-day of study does not include a formal curriculum; it consists chiefly of individual counseling, guidance, and training.

Riessman, Frank. "Low Income Culture, the Adolescent, and the School." National Association of Secondary School Principals. *Bulletin*, v 49, n 300, April 1965, p 45–49.

In this article, Riessman asks, "How can we provide an appropriate curriculum for the detected potential dropouts?" He discusses the concepts of "school culture" and "learning style" and explains that a large number of dropouts from a lower socioeconomic background have a different style of thinking and learning to which the school is not attuned.

Ristow, L. W. "Much Ado About Dropouts." *Phi Delta Kappan*, v 46, n 9, May 1965, p 461–464.

The author comments that the term "dropout" now has faulty connotations. He examines some of the educational and social problems of the student who leaves school before graduation. He questions the definition of "dropout" used by the U.S. Office of Education.

Rovello, Michael J. "Dropouts: Some Should Be Dropped Out." *The Clearing House*, v 39, n 7, March 1965, p 402–406.

A vice-principal of a junior high school places potential dropouts in six categories and discusses the school's responsibility in each. He feels that the school's responsibility for physically and mentally handicapped students is limited. He argues that the school is not responsible for the seriously emotionally disturbed, the morally corrupt, and students who are totally unmoved by the idea of learning. The school should attempt to identify these and notify parents or social agencies.

Schreiber, Daniel. *Holding Power: Larger City School Systems.* Washington, D.C.: National Education Association, 1964.

The author reports selected characteristics and holding-power rates of the public school system in 128 large cities. (The holding power of a school or school system is indicated by noting the number of pupils who entered grade ten in a given year and the number who graduated three years later. The rate of holding power is determined by dividing the number who graduated by the number who entered grade ten.)

Strom, Robert D. "Realistic Curriculum for the Predictive Dropout." *The Clearing House*, v 39, n 2, October 1964, p 101–107.

In discussing why slow learners become dropouts, the author suggests that less able students be provided with a realistic curriculum. Course offerings could, in part, be established on the basis of (1) what is known about why these pupils reject school; (2) the unique characteristics of these pupils; (3) their outlook for future occupation.

Study of Voluntary School Dropouts in the Lakeland Union High School District. State Department of Public Welfare, Division of Children and Youth, Community Services Section, Madison, Wisconsin, 1965.

A study of the records and the opinions of teachers, parents, contemporaries, and dropouts themselves. Sixteen per cent of the district's high school students are Chippewa Indians. The integration of Indian students with the rest of the school community was a problem when the school opened six years ago. (Contrary to local popular opinion, Indian students were not at the heart of the dropout problem; the attitudes of Indian and non-Indian parents and students within a socioeconomic group were similar.) The authors found poverty to be the largest single influence on dropouts. The appendix contains details about the questionnaires and tests used.

"Ten Proven Programs to Prevent Dropouts." *School Management*, v 9, n 10, October 1965, p 70–74.

This report describes the manner in which a school district in Ithaca, New York, composed of 8,400 pupils, developed ten different programs for dropouts and potential dropouts. These included a work-study program to prepare students for full-time employment and to keep students in school until graduation; enrollment was limited to 15-year-old boys who had been identified as probable school dropouts.

Torrance, E. Paul and Robert D. Strom, eds. *Mental Health and Achievement: Increasing Potential and Reducing School Dropout.* New York: John Wiley & Sons, 1965.

A collection of readings on mental health that stresses the problems of culturally different students. Contributors include Deutsch, Allport, Reissman, and Strom. The book discusses the family and the community as well as the school.

LC148.5 COLLEGE ATTENDANCE—MOTIVATION

McDill, Edward L. and James Coleman. "Family and Peer Influences in College Plans of High School Students." *Sociology of Education*, v 38, n 2, 1965, p 112–126.

This study surveys 8,900 pupils in ten Illinois high schools to discover the strongest motivators for attending college. The authors found that status in the school was a stronger motivator than parents' education or interest in learning.

Medsker, Leland L. and James W. Trent. *The Influence of Different Types of Public Institutions on College Attendance From Varying Socioeconomic and Ability Levels.* Berkeley, California: Center for the Study of Higher Education, University of Berkeley, 1965.

The authors attempt to discover the degree of pressure that the presence of different types of public higher-education institutions in a community exerts on the decisions of students with varying socioeconomic and ability levels to attend college. Data were gathered from 10,000 high school graduates from 16 communities in eight states. A later report will deal with a follow-up of the same sample of high school graduates four years later.

LC191 EDUCATIONAL SOCIOLOGY—SOCIETY, RELATION TO

Ford, Nick Aaron. "Cultural Integration Through Literature." *Teachers College Record*, v 66, n 4, January 1965, p 332–337.

The author is concerned with ways in which literature can be used to implement social values. He attempts to clarify the concept of cultural integration, and to analyze its place in the teaching of literature.

Michigan University School Environments Research Project. SER I: *Environmental Abstracts.* Ann Arbor, Michigan: University of Michigan, Architectural Research Laboratory, 1965.

This collection of annotated abstracts is the first of a long series of school environments research project reports. This review of literature describes the various relationships that link environment with human behavior. (SER II: *Environment Evaluations*—a series of technical papers that summarize and analyze what is known about the environment and its influence on the individual. SER III: *Environmental Analysis*—proposes a method of investigation and processing the information needed for environmental design.)

Thomas, Robert Murray. *Social Differences in the Classroom: Social-Class, Ethnic, and Religious Problems.* New York: David McKay Co., 1965.

This book describes the manner in which social-class position, ethnic status, and religious affiliation affect the success of children in school. It stresses the need for the teacher's immediate concern about (1) the development of greater student understanding of intercultural differences, locally and internationally; and (2) the improvement of students' methods of dealing with these differences in their daily living.

LC203 STUDENTS—SOCIOECONOMIC BACKGROUND

Dale, R. R. and S. Griffith. *Down Stream: Failure in the Grammar School.* London: Routledge & Kegan Paul, 1965.

This book examines the transition of students from primary to secondary schools in England and explores reasons for the success or failure of pupils in the secondary school. In some cases, the inquiry leads the authors back to factors in the primary school; in others, to academic factors in the secondary school; and in others to the child's home and environment.

Hewer, Vivian H. "Are Tests Fair to College Students From Homes With Low Socioeconomic Status?" *Personnel and Guidance Journal,* v 43, n 8, April 1965, p 764–769.

The author attempted to discover whether college grades could be predicted when students were grouped by social origin. Students were classified in nine social groups according to their father's occupation and education. An evaluation was made of the differences between achieved and predicted scores on the verbal and math SAT tests. The findings indicated that there was no consistent relationship between social origin and college achievement.

Karp, Joan M. and Irving Sigel. "Psychoeducational Appraisal of Disadvantaged Children." *Review of Educational Research,* v 35, n 5, 1965, p 401–412.

A review of literature about the identification of socially disadvantaged children through psychological testing and educational appraisal. The authors discuss intelligence and achievement test performances, culture, fair testing, identification and appraisal in the schools, and some new approaches to appraisal. A 50-item bibliography is included.

Marge, Michael. "The Influence of Selected Home Background Variables on the Development of Oral Skills in Children." *Journal of Speech and Hearing,* v 8, n 3, 1965, p 291–309.

The author studied 143 children and their parents to determine the effects of certain factors in home backgrounds on the development of speech and language skills. He found that (1) children of permissive mothers achieved higher scores in language maturity; (2) parental demands were strongly related to the general speaking ability as assessed by teachers; and (3) greater home use of speech training techniques led to higher scores in general speaking ability.

Toigo, Romolo. "Social Status and School-Room Aggression in Third-Grade Children." *Psychology Monographs,* v 71, n 2, 1965, p 221–268.

Examines the relationship between parents' social status and classroom aggression among 3rd-grade children in a semirural community.

Vernon, Philip E. "Environmental Handicaps and Intellectual Development: I." *British Journal of Educational Psychology,* v 35, n 1, 1965, p 9–20. Part II in v 35, n 2, p 117–126.

A series of verbal tests was given to 11-year-old boys in Southeast England and to a similar sample of boys in the West Indies to examine the relationship between environmental handicaps and intellectual development. Tests of educational attainment, memorizing, vocabulary, and a battery of items based on Piaget's investigations of concept development were included.

Westergaard, A. N. J. Little. "The Trend of Class Differentials in Educational Opportunity in England and Wales." *British Journal of Sociology,* December 1964, p 301–317.

A review of the current British evidence on the manner in which social class determines educational opportunity. The author concludes that, while social inequalities in educational opportunity have been diminishing somewhat since 1944, this is merely the continuation of a long-term trend.

Wiseman, S. *Education and Environment.* Manchester: Manchester University Press, 1964.

The author presents the results of attempts to use multivariate analysis techniques to estimate the influence of socioeconomic factors on achievement in the secondary schools of the Manchester and Salford areas in England. The book includes previous research on school and community characteristics and their relationship to educational achievement.

LC215 COMMUNITY AND SCHOOLS

Baughman, M. D. "The School's Role in Community Life." *School and Community,* v 51, n 2, October 1964, p 9–10.

The author discusses the changing concept of the community school from the theories of Clap to Cook, lists community-school characteristics compiled by authorities on school-community relations, describes four phases in a school's development in the areas of school-community relationships, and suggests appropriate activities at each level.

Carol, Joseph. "An Analysis of Professional Education and Functions of School Administrators in School-Community Relations and School Public Relations." *Dissertation Abstracts,* v 25, n 2, 1964.

This study of the nature of training needed by school administrators in school-community relations made the following recommendations: (1) The study of school-community relations should be required in every preparation program for educational administration. (2) Among the things these courses should examine are: the role of the administrator as a community leader, the role of the board, the administration and staff in community-school relations, lay involvement in educational planning, and techniques of interpreting the school to the community.

Hollaway, G. "Opportunity Knocks on Corpus Christi's Door: Project Opportunity." *Texas Outlook,* v 49, n 10, October 1965, p 38–39.

The author describes "Project Opportunity," a community action program in Corpus Christi, Texas, and surrounding school areas. Centers are located in poverty areas to provide a place in the neighborhoods where community and public services are coordinated. The two primary objectives for the centers are: (1) to serve the people of the neighborhood by allowing them to use the public building, day and night, for educational programs and community activities; and (2) to demonstrate that education is desired by the disadvantaged, provided the education has practical applications for employment.

Lacattiva, Claire Antoinette. "Selected Supervisory Practices in the Use of Community Resources." *Dissertation Abstracts*, v 25, n 3, 1964, p 1687.

This study investigated 46 selected supervisory practices in the use of community resources for 136 of the 165 elementary schools in Brooklyn. It attempted to determine: (1) the prevalence of the practices; (2) the assistance received in implementing the practices; and (3) the evaluation of practices according to the respondent. Principals were asked to indicate the use of the practices in their schools and the persons who assisted them (assistant principal, classroom teacher, or members of the community) and to evaluate each practice used.

McCarty, Donald J. "How Community Power Structures Influence Administrative Tenure." *American School Board Journal*, v 148, n 5, May 1964, p 11–13.

The author discusses the effect of the community power structure on the turnover and length of tenure of chief school officers in the United States.

LC225 HOME AND SCHOOL

Bergstein, H. B. "Parent and the School Counselor: An Emerging Relationship." *Vocational Guidance Quarterly*, v 13, n 4, summer 1965, p 243–247.

The author points to the growing relationship between parents and school counselors. He cites studies of the close relationship between the attitudes and behavior of parents and those of their children which, he feels, suggests the need for periodic counseling with parents. He found that the most frequently reported guidance activities with parents were group meetings for the exchange of information.

Beyer, Evelyn. *Sharing—A New Level in Teacher-Parent Relationships.* Publications Office, National Association for the Education of Young Children, New York, 1965.

The author discusses what to expect from parent-teacher sharing and suggests ways to develop a program to facilitate parent-teacher communication.

Cohen, Elizabeth G. "Parental Factors in Educational Mobility." *Sociology of Education*, v 35, n 5, fall 1965, p 404–425.

A study of the ways in which working-class parents influence their sons to attend college. Two groups of 50 high school boys from working-class backgrounds were selected. One group had definite plans to attend college, and the second group had definite plans not to attend college. The author first examined background characteristics as sources of parental ambition. She then examined the parent's concrete pressure and encouragement of the boy, and his attitude toward a college education as measured by five Guttman scales. The results indicated two independent types of parental motivation: a vocational orientation, emphasizing the desirability of certain jobs requiring a college education, and a status orientation, emphasizing the college degree as a key to middle-class status. Fathers appeared to stress vocational orientation and mothers to stress status orientation.

Dolan, G. K. "Positive Approach to Parent Orientation." *The Clearing House*, v 39, March 1965, p 433–435.

The principal of a San Bernardino high school, a three-year institution, describes his four-pronged approach for acquainting the parents of 1200 new sophomores with the school and its curriculum—junior high school meetings, a guided tour of the high school plant, a back-to-school night, and neighborhood coffee hours.

Kerchkoff, Richard K. "Improving Home-School Relations." *The Clearing House*, v 39, n 8, April 1965, p 470–474.

The author is concerned with achieving the best possible relationships between the school and the home. He believes that methods for achieving this goal are common, but that the evaluation of their effectiveness is lacking. He illustrates the manner in which evaluation can be a practical aid to the educator in improving home-school relations. He presents case situations and outlines methods for evaluating them.

Trail, Orval A. "Are You Keeping Parents Out of Your Schools?" *School Management*, v 9, n 9, September 1965, p 82–83.

A school visiting program planned for parents in an Illinois community is described. The results of the program were increased community support. The author notes that when parents learn first hand about their child's activity, the relationship between school and home improves.

Tuel, John K. and Rosemary Wursten. "Dimensions of the Educational Environment." *California Journal of Educational Research*, v 16, n 4, 1965, p 175–188.

This is a study of the influence of the home, the classroom, and the school on academic learning. The authors suggest that more attention be given to the influence of environmental factors.

LC351 CHURCH—SCHOOLS

Vontress, C. E. "Black Muslim Schools." *Phi Delta Kappan*, v 47, n 2, October 1965, p 86–90.

A description of the Black Muslim schools that enroll more than 2000 Negro students in eight major cities. The author notes that parochial education among the Muslims is almost as old as the movement itself. The first school, "The University of Islam," was founded in Detroit in 1932, and the second, in Chicago in 1934. The philosophy of the schools, the movement, and the staff are discussed. The author explains that students are transported to and from schools in movement-owned buses and, while many of the texts used in the schools are state-adopted, much of the material is adopted or written especially for Muslim use. Student scores on the Beta and Gamma Otis test were found to be no better or worse than other Negro students in most Northern inner cities. Muslim students are reported to be attending some 15 institutions of higher learning.

LC501 CHURCH—SCHOOLS—UNITED STATES—CATHOLIC

Callahan, Daniel, ed. *Federal Aid and Catholic Schools.* Baltimore: Helicon, 1964.

A collection of ten essays concerning federal aid to Catholic schools. Four essays address themselves to the fundamental issue. (Contributors are George N. Shuster, Neil McClusky, Virgil Blum, and O'Neil D'Amour.) Three essays present non-Catholic attitudes toward federal aid for Catholic schools. Other essays concern shared-time programs and Catholic views about public education. An appendix provides information on the role of churches in public schools in Britain, Italy, Germany, Canada, and Austria.

Clayton, A. Stafford. "Effects of Public School Support of Church-

Related Schools." *Phi Delta Kappan*, v 47, n 1, September 1965, p 19–24.

The author has studied the social consequences of government support of church schools in Europe. He finds these consequences to be undesirable and expresses concern that similar pressures may result in the United States from the passage of the Elementary and Secondary Education Act of 1965. This act commits the nation to meeting the educational needs of children of low-income families in both public and private schools. The author recommends a critical review of the relationship between public and private sectors of American schooling. He discusses the English and Dutch experiences and suggests that dissatisfaction in these countries should alert Americans to similar consequences.

Criteria for Evaluation of Catholic Elementary Schools. Washington, D.C.: The Catholic University of America Press, 1965.

A method of evaluation of school programs to determine the extent to which they are achieving the aims of their particular schools. Each school evaluated its own program and curriculum. The evaluations covered school and community, curriculum, student activity program, instructional materials, guidance and health services, school plant, and administration and school staff. The checklist and other instruments used are included in the manual.

Doyle, Robert E. "Guidance Services in Metropolitan Catholic Schools: A Status Report." *National Catholic Guidance Conference Journal*, v 9, n 4, 1965, p 227–229.

In examining the guidance services in metropolitan Catholic schools, the author notes that Catholic schools seem to be about 15 years behind the public schools in counselor-pupil ratios; only one-quarter of Catholic schools are able to provide adequate or specific services. The author suggests the need for referral agencies.

Fichter, Joseph. *Parochial School: A Sociological Study.* Garden City, New York: Doubleday and Company, Anchor Books, 1964.

The author reports a year-long study by a team of sociologists of a Midwestern, urban, grade school in a Catholic parish. He describes what the parochial school does, what it fails to do, and how its daily program functions. Information on the pattern of socialization, structure of group action, agencies of control, and social correlates of the parochial school is included.

Haithcock, George L. "Catholic School—A Weapon in the War on Poverty." *The Catholic School Journal*, v 65, n 6, June 1965, p 13–15.

The author describes the manner in which Catholic schools and agencies are working within the framework outlined by the Economic Opportunity Act of 1964. This act attempts to activate all community resources; priority among projects is to be based on the degree to which they fit into an overall plan for meeting community needs. Possible activities include remedial programs, field trips, assistance to preschool children, tutoring programs, preservice and inservice teacher training. The activities of Catholic schools and agencies in various cities and states are described.

Mary of the Holy Child, Sister. "The School in the Urban Apostolate." *The Catholic School Journal*, v 65, n 3, March 1965, p 21–22.

The author says that if the parish and its school wish to be prepared for the challenge of the inner city and its population, its teachers (both religious and lay) must first wish to work in poor areas. They must visit homes to break the antagonism which children may have against school and to better understand the cultural backgrounds of the people with whom they work. Books such as *The Souls of Black Folk*, by W. E. B. Dubois, *The Negro in America*, by Rose, and *Education in Depressed Areas*, by Passow, are suggested. The author maintains that the greater the understanding of the child, the fewer the discipline problems.

O'Rourke, Rt. Rev. Msgr. Edward W. "Catholic Schools in a Technological Age." *The Catholic School Journal*, v 65, n 2, February 1965, p 29–30.

The author maintains that most of the nation's secondary schools have failed to adjust to the need for more vocational training. He says that most high schools simply prepare students for college. The 80 per cent of high school students who do not go to or graduate from college are thrust into the labor market without skills. The Kentucky training system is described, in which students at the end of their second year in high school select either a college preparatory or a vocational curriculum. Students who select the latter attend vocational classes in the afternoon and continue taking liberal arts courses in their original high schools in the morning. The author suggests that vocational education on a shared-time basis be extended to include students in Catholic high schools; he feels that Catholic high schools cannot attempt their own technical training courses.

Quinn, Patrick V. "Critical Thinking and Openmindedness in Pupils From Public and Catholic Secondary Schools." *Journal of Psychology*, v 66, n 1, 1965, p 23–30.

This study compared the performance of Catholic, Jewish, and Protestant public high school seniors with that of Catholics in parochial schools on tests of critical thinking ability and openmindedness. Rankings on critical thinking ability were: Protestants, Jews, parochial-school Catholics, and public-school Catholics. Rankings on openmindedness were Protestants, Jews, public-school Catholics, and parochial-school Catholics.

Ryan, Mary Perkins. *Are Parochial Schools the Answer?* New York: Holt, Rinehart and Winston, 1964.

The author asks, "Are parochial schools the most effective means of 'forming the true and perfect Christian' or could the enormous resources currently devoted to these schools make a more effective contribution to the religious goals of the Catholic Church if deployed in other ways?" In 1963 an estimated 4,608,029 children attended 11,000 Catholic elementary schools staffed by 111,091; 1,014,945 students were enrolled in 2432 Catholic high schools staffed by 45,265; and 300,000 were enrolled in 282 Catholic higher institutions staffed by 25,000. The author maintains that despite these enormous enrollments, Catholic schools are increasingly unable to carry out the religious tasks for which they were established. She does not advocate or expect the discontinuance of all Catholic schools, but she argues that their need and role should be limited.

"Yes, Parochial Schools Are the Answer." *The Catholic School Journal*, v 64, n 5, May 1964, p 23–28.

The Catholic School Journal invited four critics to comment on the book *Are Parochial Schools the Answer?* by Mary Perkins Ryan. The comments and commentators were: "A Superintendent's View," by Rev. Justin A. Driscoll; "A Teacher's View," by Sister Rose Matthew; "A Sociologist's View," by Rev. Andrew M. Greeley; and "A Parent's View," by Doris Barnet Regan.

LC1043 VOCATIONAL EDUCATION

Alden, Vernon R. and John A. Hodges. "When Classrooms Fail." *Teachers College Record*, v 66, n 4, January 1965, p 305–309.

The authors describe the Job Corps, its conception, purpose, and design.

Barlow, Melvin L., ed. *Vocational Education*. Chicago: National Society for the Study of Education Yearbook, v 64, Part I, University of Chicago Press, 1965.

This book contains 13 articles written by persons with different backgrounds and philosophical bents, who wish to clarify thinking about vocational education in the context of contemporary American life. Some of the papers include: "The Challenge to Vocational Education," by Melvin L. Barlow; "Social and Economic Trends," by Eli Ginsberg; "Vocational Education in the Curriculum of the Common School," by Lawrence D. Haskew and Inez W. Tumlin; "Vocational Education in the Secondary School," by John Patrick Walsh and William Selden; "Vocational and Educational Guidance," by Franklin J. Keller; "Vocational Education Beyond the High School," by J. Chester Swanson and Ernest G. Kramer; and "Responsibilities for Nonpublic Agencies for Conducting Vocational Education," by Claude W. Fawcett.

Chansky, Norman A. "Race, Aptitude and Vocational Interest." *Personnel and Guidance Journal*, v 43, n 5, April 1965, p 780–784.

The relationship between vocational interests and aptitudes is examined to determine the suitability of curriculum offerings for students with varying aptitudes and interests. The study also deals with the vocational interests of Negro and Caucasian adolescents when their aptitude is controlled. One hundred Negro and 100 white 9th graders were selected from 662 students registered in an "Introduction to Vocations" course in North Carolina schools. Scores on the multiple aptitude test were matched for the two groups and correlated with their vocational interest scores. Both the correlations between aptitude and interest and those between races were negligible. Vocational interests were significantly different. The Negro youth was interested in interpersonal, business, verbal, computational and long-training occupations; the Caucasian, in occupations concerned with nature and machines. The author suggests that these findings are significant because school guidance counselors use both aptitude and interest scores in planning courses of study for students. The absence of an observed connection between the two scores implies that such planning is mere speculation.

Dropouts and Vocational Education. *Education*, v 85, n 4, December 1964, p 194–233.

A special section, which includes the following articles: "Careers for Potential Dropouts," by Benjamin J. Novak; "Changing Patterns in Vocational Education," by Walter M. Arnold; "Distributive Education," by John A. Beaumont; and "Guidance and School Dropout," by Kenneth B. Hoyt.

LC1081 EDUCATION—TECHNICAL

Haggstrom, Warren C. "Poverty and Adult Education." *Adult Education*, v 15, n 3, spring 1965, p 145–160.

This author's evaluation of antipoverty training programs is that, although well-intentioned, they are unsuccessful. He maintains that most trainees either find no jobs waiting for them at the end of the training period, or find only low-pay, dead-end jobs or jobs in which they are soon replaced by better-educated competitors. He thinks that antipoverty training programs do not respond either to a social movement, or to action among the poor. Antipoverty programs do not, the author maintains, lead to visible, lasting rewards in the private lives of the trainees. He considers the barriers in low-income areas to conventional adult education and training programs and suggests some way to overcome those barriers.

LC2801 NEGROES—EDUCATION—UNITED STATES

Baehr, Rufus F. "Need Achievement and Dialect in Lower-Class Adolescent Negroes." Proceedings of the 73rd annual convention of the American Psychological Association, 1965, p 313–314.

This article explores the relationship between achievement and dialect among lower-class adolescent Negroes. The dialect of 63 Negro boys and girls measured in achievement-oriented and neutral speaking situations. No relationship was found in the neutral speaking situation. Boys with high achievement had a less pronounced Southern dialect than boys with low achievement.

Blum, Albert A. and Charles T. Schmidt, Jr. "Job Training Through Adult Education: The Negro and the Community's Second Chance." Mimeo. (Abstracted in: *Poverty & Human Resources Abstracts*, October 1966, no further references given.)

This paper discusses the necessity of providing the adult Negro with education to increase his employability and the motivation of his children. Activities of such Detroit groups as churches, civil rights groups, unions, businesses, and educational institutions, were examined to determine what is being done to provide these opportunities.

Dickey, F. G. "Frontal Attack on Cultural Deprivation." *Phi Delta Kappan*, v 45, n 8, May 1964, p 398–400.

The author describes a five-year program operated by the Southern Association of Colleges and Schools, and the College Entrance Examination Board. It is designed to prepare the Negro citizen for increasing responsibilities. Specific aims of the project are: (1) to improve educational opportunities in selected institutions; (2) to explore the myth of inherent inferiority; and (3) to explore possibilities and refine techniques to overcome cultural deprivation. Two elementary schools, two high schools, and a cluster of colleges in the same city or surrounding area have been selected as the "center."

Gittell, Marilyn. "A Pilot Study of Negro Middle Class Attitudes Toward Higher Education in New York." *Journal of Negro Education*, v 34, n 4, fall 1965, p 385.

One hundred families in Jamaica, Queens, were asked their attitudes toward higher education. Two goals of the study were: (1) to isolate variables such as income, education of parents, and place of birth and analyze their relation to attitudes toward higher education, and (2) to analyze the backgrounds and goals of the new Negro middle-class parent. All Queens respondents wished to send their children to college, tending to support previous findings that the middle-class Negro places education high on his list of values. But marked differences were found between Northern- and Southern-born parents in the response to choice of college. Fifty per cent of Southern-born parents favored Negro colleges. Forty-five per cent of the Northern-born favored city colleges. Responses of Southern-born parents may indicate a lack of familiarity with municipal systems.

Hechinger, Fred M. "Preferential Treatment for Negroes?" *The Reporter*, December 3, 1964, p 22–24.

The author maintains that preferential treatment for Negro children in primary and secondary schools makes such treatment unnecessary in later life. He suggests that preferential treatment in later life could be potentially damaging; in employment, for instance, it could reinforce the idea of Negro inferiority and intensify bitterness of those who are slighted.

Kvaraceus, William C., Allies W. Scruggs, and Charles E. Scruggs. "Self-Concept and Education of Negro Children." *Because It Is Right—Educationally.* Boston: Advisory Committee on Racial Imbalance and Education, April 1965.

This is a report of a conference at the Lincoln Filene Center, Tufts University, on the relationship of the self-concept of Negro youth to education and leadership. This paper also presents a condensation of an introductory working paper by Grambs, "The Self-Concept: Basis for Re-Education of Negro Youth." A 90-item bibliography is included.

McGrath, Earl J. *The Predominantly Negro Colleges and Universities in Transition.* New York: Teachers College, Columbia University, 1965.

The author examines the level of educational quality prevailing in the nation's 123 predominantly Negro colleges and makes specific recommendations for their necessary improvement. Detailed information such as population, curriculum, and finance, is included; each Southern college is listed as either desegregated, desegregated in policy only, or segregated.

Martinson, W. D. et al. "The Summer Study-Skills Program for Minority Group Pupils." *School and Society,* v 93, n 2261, summer 1965, p 300–302.

The summer study-skills program of the Educational Counseling Service is described as an approach to the problem of promoting first-class citizenship for minority groups. The approach was basically a counseling program designed to improve individual competence and to develop self-understanding.

Strom, Robert D. "Education: Key to Economic Equality for the Negro." *Journal of Negro Education,* v 34, n 4, fall 1965, p 463–466.

A brief paper on the need for Negroes to gain economic equality. The author argues that since education is one means by which economic opportunity can become a reality for Negroes, increased attention must be given to schools. He discusses the chances of economic success for Negro immigrants in the big cities and the academic quality of many of the Southern Negro Colleges that enroll more than 90,000 Negroes.

LC3731 EDUCATION—ETHNIC AND LINGUISTIC MINORITIES—UNITED STATES

Manuel, Herschel T. *Spanish-Speaking Children of the Southwest.* Austin: University of Texas Press, 1965.

Public and parochial schools are urged to concentrate on efforts to overcome the language and cultural deficiencies of the Spanish-speaking child. The author suggests that these problems be tackled at the first-grade or preschool levels. He focuses on schools in the five Southwestern states where one-sixth of the school-age population is Spanish-speaking.

Mermelstein, Marilyn and Bernard A. Fox. "The Sands Project." *High Points,* v 47, n 3, March 1965, p 5–10.

The Sands project, begun in September 1964, in the Sands Junior High School in Brooklyn, New York, proposed to point the way to better education for non-English-speaking underachievers in the public schools. Students were taught to read and write Spanish.

LC3981 UNDERACHIEVERS—UNITED STATES

Kolb, David A. "Achievement Motivation Training for Underachieving High School Boys." *Journal of Personality and Social Psychology,* v 2, n 6, 1965, p 783–792.

The author describes a summer training program for high school boys with IQ's over 120 and school grades below C. The program was designed to teach underachievers the characteristics of achievers. Six months later, there was no significant difference between the program group and a control group, but after one and a half years, the experimental group had improved significantly.

Wellington, D. Burleigh and Jean Wellington. *The Underachiever: Challenges and Guidelines.* Chicago: Rand McNally & Co., 1965.

This book is a study of existing research on underachievement. It includes background material for selection and assessment, some original research, and some conclusions about the problems of the underachiever. The authors reject the notion that underachievers are dissimilar to achievers in every way and must be treated as maladjusted children. They maintain that many similarities exist among underachievers and achievers. Only by discovering and understanding these similarities can effective programs be developed to help the underachiever both in school and at home.

Woodby, Lauren G., ed. *The Low Achiever in Mathematics.* Washington, D.C.: U.S. Government Printing Office, 1965, paper.

This report of a conference concerned with low achievers in mathematics was sponsored jointly by the U.S. Office of Education and the National Council of Teachers of Mathematics. Position papers include: "Hope, Delusion, and Organization: Some Problems in the Motivation of Low Achievers," by Jules Henry; and "Stages in Intellectual Development: Piaget's Views," by Lydia Muller-Willis.

LC3993 EDUCATION—GIFTED CHILDREN

Goldberg, Miriam L. *Research on the Talented.* New York: Bureau of Publications, Teachers College, Columbia University, 1965.

This publication compares recent findings about the academically talented with past research; it discusses whether current research on the gifted is seeking solutions to problems that have remained unsolved. One such perennial question is: "Are the personal and social characteristics attributed to gifted youngsters of the past descriptive of the gifted youngsters of today?" An extensive bibliography of research studies is included.

Parrish, Beryl M. *Education of the Gifted.* New York: Twayne Publishers, 1965.

The author considers the arguments for and against special education of the gifted and its underlying assumptions. He evaluates proposals for promoting the maximum development of the gifted.

Torrance, Ellis Paul. *Gifted Children in the Classroom.* New York: Macmillan, 1965.

This book highlights some new discoveries about the nature of giftedness, the goals of educating gifted children, the problems of their identification and motivation, and the development of giftedness during the preschool years. The author focuses on the practical, specific methods and materials which are adaptable for use with all ages and in all areas of the curriculum. He challenges teachers of gifted children to search for their own ways of teaching and suggests means to facilitate this.

LC4065 EDUCATION—POOR

Amidon, Edmund and Carl B. Hoffmann. "Can Teachers Help the Socially Rejected?" *Elementary School Journal,* v 66, n 3, December 1965, p 149–154.

The authors conducted an inservice program to determine whether teachers trained in the use of specific procedures and techniques for helping rejected children could improve the position of these children in their classes. An experimental and a control group were formed by 12 teachers and their 6th-grade classes. The study found that the position of the rejected children in the experimental group was significantly more likely to improve over the year than the position of the rejected in the control group.

Beck, John M. and Richard W. Saxe, eds. *Teaching the Culturally Disadvantaged Pupil.* Springfield, Ill.: Charles C. Thomas, 1965.

This book is concerned with ways of improving the education of the disadvantaged in the elementary school. Emphasis is on classroom practices which may readily be utilized by capable teachers. Methods and materials are suggested as concrete models for teaching. The authors

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describe the scope of the problem and the important advances that have been made in teaching methods. They examine the theoretical and empirical aspects of the problem, and the curriculum and instruction in elementary schools. In addition, they explore school and community responsibilities for the improvement of education for poor children. Contributors include Brottman, Gorman, Deutsch, Hirsch, Itkin, Foley, and Hobgood.

Bettelheim, Bruno. "Teaching the Disadvantaged." *NEA Journal*, v 54, n 6, September 1965, p 8–12.

This paper reports one part of a series of studies that deal with the application of social science concepts to youth problems. It is based on meetings held for two years with small groups of classroom teachers, both Negro and white, from schools populated mainly by Negro children from culturally disadvantaged homes. The purpose was to help members of the group to develop what might be called a "clinical" approach to the children and their problems. This was done by helping them to think through any situation they encountered in daily teaching. The teachers decided themselves when they needed help in understanding, handling, and teaching the disadvantaged child. The author stated that, as the meetings proceeded, it became apparent that white and Negro teachers had similar attitudes toward their pupils and that classroom problems were not based on color, but grew out of the clash of attitudes between the middle-class teachers and their lower-class pupils.

Bloom, Benjamin S., Allison Davis, and Robert Hess. *Compensatory Education for Cultural Deprivation*. New York: Holt, Rineholt and Winston, 1965.

The findings of working papers contributed by participants in the Research Conference on Education and Cultural Deprivation in Chicago, are summarized. Recommendations are made under three broad headings: national responsibilities, school-community responsibilities, and school responsibilities. A selected, annotated bibliography on education and cultural deprivation is included.

Corbin, Richard K. and Muriel Crosby. *Language Programs for the Disadvantaged*. Chicago: National Council of Teachers of English, 1965.

This report (1) examines the effectiveness of language learning in special projects and programs for the disadvantaged across the country; (2) identifies desirable educational practices and suggests guidelines for other programs; and (3) stimulates further effort toward resolving the problems of language learning among the disadvantaged. A group of 22 educators spent 90 days visiting and reporting in detail about how school programs were approaching language instruction in 190 programs in 64 cities. The book includes an analysis of these reports and a selected, annotated bibliography.

The Culturally Deprived. *National Elementary Principal*, v 44, n 2, November 1964.

This issue contains five articles about culturally deprived children: "The Culturally Deprived Child: Achieving Adequacy Through Education," by Jean D. Grambs; "Education for the Culturally Deprived," by William W. Wattenberg; "Leadership in Schools Serving the Educationally Disadvantaged," by Martin Haberman; "An Approach to the Problems of a Downtown School," by N. Neubert Jaffa and Richard M. Brandt; and "A Saturday School for Mothers and Preschoolers," by Margaret Lipchik. Some have been annotated separately.

Davis, Allison. "Cultural Factors in Remediation." *Educational Horizons*, v 43, n 4, summer 1964, p 231–251.

The author notes that most researchers and school personnel working with the culturally deprived "do not understand the nature of culture, nor its interactions with personality, and its influence upon nearly all learning." He discusses cultural problems in the classroom, cultural distortion in perception, the teacher-child relationship, culture and academic learning, and cultural influences upon test skills.

Deutsch, Cynthia P. "Education for Disadvantaged Groups." *Review of Educational Research*, v 35, n 2, 1965, p 140–146.

The author notes the increasing study of the abilities and skills that retarded students have and can develop, rather than of those they lack. She suggests that this recent emphasis has led to greater interest in educational programming for the retarded.

Education of the Deprived and Segregated. New York: Bank Street College of Education, 1965.

This report of a seminar describes major findings and proposals for new ways to educate children who, because of segregation and/or poverty, are failing to gain an adequate education. It includes brief excerpts from reports on curriculum, teacher training, and the school, community, and society. It also includes statistics of the U.S. pupil and teacher population and total population change, and the transcript of the address, "What These Children Are Like," by Ralph Ellison.

Educational Planning for Socially Disadvantaged Children and Youth. *Journal of Negro Education*, v 33, n 3, summer 1964.

A special issue of 16 articles and a bibliography. Some articles have been annotated separately; others include: "Social and Psychological Perspectives on the Development of the Disadvantaged Learner," by Martin Deutsch; "How Our Urban School System Identifies its Disadvantaged," by Harold Spears; "Organizing Instruction and Curriculum Planning for the Socially Disadvantaged," by G. Orville Johnson; "Planning for the Language Development of Disadvantaged Children and Youth," by Eunice S. Newton; "Educational Planning for Disadvantaged College Youths," by Otis D. Froe; and "School and Community Roles in Effective Planning," by Carl L. Marburger.

Educational Research Service. *School Programs for the Disadvantaged*. Circular No. 1. Educational Research Service, NEA, 1201 16th St., N.W., Washington, D.C. 20036, 1965.

This circular lists 44 projects and experiments on teaching disadvantaged students throughout the country, and describes them fully.

Edwards, Thomas J. "The Language Experience Attack on Cultural Deprivation." *Reading Teacher*, v 18, n 7, April 1965, p 546–551.

The author discusses three problems relating to the development of communication skills and to general academic success: (1) lack of exposure to abstract thinking, (2) no motivation to learn, and (3) little opportunity for oral expression. The specific areas in which the author finds that disadvantaged students tend to be penalized include auditory discrimination, vocabulary, and syntax. He suggests that the language-experience approach has proved to be an effective technique for culturally deprived students. This approach involves the teaching of thinking and language skills to a group who are discussing a topic that is familiar and interesting to them. Guidelines for using the language-experience approach are suggested.

Exton, Elaine. "Education, a Weapon in the War on Poverty." *American School Board Journal*, v 148, n 5, May 1964, p 40–42.

This brief article describes the various programs and legislation, under the Johnson and Kennedy administrations, intended to raise the quality of schooling available for every American child.

Fernandez, G. and W. F. Bryld. "Formula for Success: 2 I's = U S (Information and Interaction = Understanding and Support)." *Journal of Secondary Education*, v 40, n 6, October 1965, p 256–258.

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Briefly cited are many programs for disadvantaged students. The authors stress the need for evaluations of these programs so that the positive aspects can be incorporated in new programs. They also emphasize the need for coordination of federal, state and local programs.

Gibbons, Marilyn. *Meeting the Challenge of the Culturally Deprived Pupil.* New York: Teachers College, 4th work conference on curriculum and teaching in depressed areas, Columbia University, July 1965.

Programs are outlined for teaching the culturally deprived pupil. One, the homework-helper program, involves 250 superior high school students who tutor 600 4th- and 5th-grade retarded readers. It attempts to provide: successful student models with whom children can identify, help with basic skills, and encourage students to remain in high school. Other special projects include workshops in problem-solving techniques and supplementary teaching assistance in reading (parents of children in the clinic attend lessons and discussions about the reading instruction their children are receiving).

Gordon, Edmund W. "A Review of Programs of Compensatory Education." *American Journal of Orthopsychiatry,* v 35, n 4, July 1965, p 640–651.

This article stresses the necessity for education which is more appropriate to the needs of all children and examines some current approaches to "compensatory education for socially disadvantaged" children. Several of these programs are evaluated.

Justman, Joseph. *Stability of Academic Aptitude and Reading Test Scores of Mobile and Nonmobile Disadvantaged Children.* New York: New York City Board of Education, July 1965.

This study investigates the changes in academic aptitude and achievement test scores of pupils attending public schools in poor New York City areas to determine whether varying degrees of mobility were associated with variations in test scores. Cumulative record cards of 6th graders were examined to identify those students who remained in one school for six years and those who were transferred. The author suggests that in many cases, pupils should not have been transferred to provide a better ethnic balance in a school, but that funds should have been provided for teacher transportation so that pupils could remain in their original school.

Knapp, Dale L. "Preparing Teachers of Disadvantaged Youth: Emerging Trends." *Journal of Teacher Education,* June 1965.

The author summarizes the emerging trends in teacher preparation for disadvantaged areas by comparing selected programs in different sections of the country. He notes that prospective teachers of the disadvantaged are receiving earlier and more extensive field experience in selected lower-socioeconomic-area schools; that field experiences are being expanded to include the community which the school serves; that participation in special programs is voluntary; that special programs are changing perceptions of a "good" teaching situation; and that there is closer contact between school and college personnel than is normally true in conventional programs. He also comments on the dangers or problems that may accompany these trends. Teacher educators may too quickly become content with minor modifications in the status quo. The well-publicized breakthroughs may cause teacher-education institutions to concentrate too heavily on the disadvantaged. The author asks, "Is it more desirable for field experience to be limited to one type of socioeconomic area, or to give a candidate a view of all areas?"

Landers, Jacob and Carmela Mercurio. "Improving Curriculum and Instruction for the Disadvantaged Minorities." *Journal of Negro Education,* v 34, n 3, summer 1965, p 342–366.

This article presents guidelines for the formulation of plans and projects for improving curriculum and instruction for the disadvantaged minorities. Examples of some useful programs are given; the reading and language arts programs are cited in New York City; the guidance programs cited in Milwaukee and St. Louis; and community-school programs in Cleveland, Wilmington, and Philadelphia. Prekindergarten and early childhood programs, preservice and inservice training programs for potential dropouts, team teaching, ungraded primary programs and after-school study centers are also mentioned.

Levine, Daniel. "Coeducation—A Contributing Factor in Miseducation of the Disadvantaged." *Phi Delta Kappan,* v 46, n 3, November 1964, p 126–128.

The article suggests that inner-city schools, in reconsidering customary methods, should reexamine the idea of coeducation. The author contends that coeducational classrooms in low-income communities simultaneously discourage boys from being scholastic achievers and increase the likelihood that they will be unsuccessful in competition. The author feels that this confuses their sexual identification and threatens their self-image. He thinks that coeducation is one of many factors that might explain why, in disadvantaged Negro communities, 60 to 80 per cent of the honor class are likely to be girls. He feels that coeducation may be even more dysfunctional in low-income Latin neighborhoods than in low-income Negro communities.

McAllister, Jane Ellen. "Affective Climate and the Disadvantaged." *Educational Leadership,* v 22, n 7, April 1965, p 481–486.

This article describes the emotional biases, attitudes, and values brought to Jackson State College by former Mississippi high school students; and the changes in these attitudes after working at Jackson State College.

McFarland, Robert T. "Culturally Deprived Adolescents and the English Teacher." *Catholic Educational Review,* v 63, n 7, October 1965, p 443–455.

This paper describes the problems a high school English teacher will confront in her assignment to teach a class of inadequately prepared adolescents.

McGeoch, Dorothy M. et al. *Learning to Teach in Urban Schools.* New York: Teachers College, Columbia University, 1965.

Four beginning school teachers describe their first year's experience as teachers in slum schools of a great city system. The book is concerned with informing and assisting beginning teachers in a depressed urban area by clarifying their difficulties and problems.

McKendall, Benjamin W., Jr. "Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance." *Phi Delta Kappan,* v 46, n 7, March 1965.

The author discusses curriculum imbalance and cultural disadvantages as major barriers to educational success.

MacKintosh, Helen K., Lillian Gore, and Gertrude M. Lewis. *Educating Disadvantaged Children in the Middle Grades.* Washington, D.C.: U.S. Government Printing Office, 1965.

Practices used in dealing with disadvantaged children from ages nine to 11 were observed by staff members of the Elementary School Organization in 16 large cities. The authors report on the programs they found useful and offer suggestions for improving the education of this age group.

MacKintosh, Helen K., Lillian Gore, and Gertrude Lewis. *Educating Disadvantaged Children in the Primary Years.* Washington, D.C.: U.S. Government Printing Office, 1965.

This brochure describes characteristics of severely disadvantaged young children in kindergarten through 3rd grade. It relates some of the things

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skillful teachers are doing in 16 cities to help children overcome their handicaps. It describes the manner in which teachers arrange classrooms to stimulate curiosity and learning; use children's natural tendencies to work and play to lure them into speaking, writing, and reading as they explore; use materials of all sorts to broaden children's horizons; and help children become less withdrawn and uncommunicative, friendlier, more responsive and able to cope with the demands of life and learning.

MacKintosh, Helen K., Lillian Gore, and Gertrude Lewis. *Educating Disadvantaged Children Under Six.* Washington, D.C.: U.S. Government Printing Office, 1965.

This brochure is the first of a series that reports the findings from programs with disadvantaged preprimary children.

Marburger, Carl L. *The Role of Teachers and Community Workers in Depressed Areas.* Detroit, Michigan: Detroit Public Schools, October 1964.

The article discusses the need for compensatory education and for outstanding teachers and community workers. It focuses on the procedures needed to select the most competent, those with special skills, those who understand the needs and problems of disadvantaged youth and who accept them. The author also suggests that preservice and inservice training programs be broadened to bridge the gap between the theory and reality of the slum classroom.

Meister, Morris and Abraham Tauber. "Experiments in Expanding Educational Opportunity for the Disadvantaged." *Phi Delta Kappan*, v 46, n 7, March 1965, p 340–342.

The authors describe two programs at Bronx Community College: "Operation Second Chance," and the new "College Discovery Program of the City University." Operation Second Chance is a program of special guidance and instruction in the English language and in mathematics for high school graduates who were denied admission to colleges. Sixty students received this instruction in the evenings during 1960–1961; two-thirds went on to college education. In the College Discovery Program, 250 students who had not met normal admission requirements were sent to Bronx and Queensborough Community Colleges. Students received remedial help in college-level reading and mathematics. Those who seemed able to absorb them were permitted to enroll in college-level summer courses. In the fall, students were given as full a program as they seemed able to carry.

Olsen, James. "Challenge of the Poor to the Schools." *Phi Delta Kappan*, v 47, n 2, October 1965, p 79–84.

The author contends that, while deprivation is a major aspect of lower-income culture, it has been over-emphasized. He believes that educators must appreciate the differing value patterns, attitudes, and beliefs with which the lower-class child comes to school. The slum child challenges the school not only with his disadvantages, but also with his ambitions, hopes, attitudes, fears, habits, and hates. He brings a distinctive culture to the school milieu. The author argues that, since we are not prepared to change the way the family socializes the child, we can reduce the social distance between the school and its students by studying the child's culture and then modifying and changing some of what we teach. He suggests that schools (1) discontinue existing tests as a means of ability grouping and stress developing, not identifying talent; (2) revamp pre- and inservice teacher training programs to include an examination of lower-class life; (3) reorganize such school practices as the PTA to appeal to working-class parents (informal parent meetings rather than formal and large meetings); (4) change instructional materials, especially reading materials; and (5) build educational programs around the strengths of working-class students.

Passow, A. Harry. *Instructional Content for Depressed Urban Centers: Problems and Approaches.* New York: Teachers College, Columbia University, 1964.

Presented here is an educational program for disadvantaged youth. The author advocates curriculum rather than administrative changes and recommends the content for specific skills and subject curriculums. Reading improvement programs for urban children, for instance, he feels should deal with city settings, vocabulary, and experiences. He suggests that students be introduced to the literature of various racial, ethnic, and national groups; that math programs provide for different rates of progress rather than for different objectives; and that science programs be supplemented with materials to help children understand vocabulary. In addition, the author urges reexamination of the vocational education program.

Poverty and the School. *Educational Leadership*, v 22, n 8, May 1965.

This issue contains 13 articles. Some of them have been annotated separately. Others are: "Poverty and the School," by Muriel Crosby; "Poverty and Reeducation," by P. Ayer; "Tutors for Disadvantaged Youth," by Mark Chesler; "Teachers' Social Mobility," by N. Dixon; "Myths About Instructions," by James Thompson; and "Peace Corps Training: Trials, Tribulations, Lessons," by Gerald Bush.

Prehm, Herbert John Matthew. "Concept Learning in Culturally Disadvantaged Children as a Function of Pretraining." *Dissertation Abstracts*, v 25, n 2, 1964, p 947.

The author notes that studies reveal that the language of culturally disadvantaged children is less abstract ~~than~~ the language of middle-class children. He says that this language deficiency often causes the poorer student to be labelled "mentally retarded." He proposes to investigate whether a different type of stimulus would affect the culturally disadvantaged child's development of conceptual thinking, and to determine whether the effects of pretraining would affect a child's ability to perform a concept task on which he had received no pretraining.

Programs for Handicapped and Socially Maladjusted Children in the Chicago Public Schools. Chicago: Board of Education, 1964.

This report discusses programs for the physically handicapped, children in need of speech therapy, and mentally handicapped and socially maladjusted children. It documents progress made and indicates which resources educators will use next to develop the potential of each handicapped individual.

Promising Practices From the Projects for the Culturally Deprived. The Research Council of the Great Cities Program for School Improvement, 228 No. LaSalle St., Chicago, Illinois, 1964.

An examination of those aspects of special programs in 14 cities that appear to have had some degree of success, and that can be substantiated with data. The programs include inservice education and recruitment, guidance activities, and special placement classes, as well as reading, early admission, team teaching, and job-retraining programs.

Reading Instruction for Disadvantaged Children. *The Reading Teacher*, v 18, n 6, March 1965.

This is a special issue on reading instruction for the disadvantaged. Some of its articles have been listed separately. Others include: "Characteristics of the Culturally Disadvantaged Child," by Millard H. Black; "Upgrading Instruction Through Special Reading Services," by Stella M. Cohn; "After-School Study Centers in New York City," by Rose L. Schwab; and "Inservice Training of Teachers to Work With the Disadvantaged," by Edith V. Walker.

Riessman, Frank. *It's Time for a Moon-Shot in Education.* New York: Albert Einstein College of Medicine, October 1965.

Riessman discusses the need for new manpower and techniques to enable schools to respond to the needs and styles of disadvantaged children. He stresses the need for poor nonprofessionals to serve as teacher assistants and teacher aides.

Rivlin, Harry N. "New Teachers for New Immigrants." *Teachers College Record*, v 66, n 8, May 1965, p 707–718.

The author suggests a plan for the preparation of "new" teachers for working with students who are in the process of transferring from one subculture to the mainstream culture. He suggests, among other things, a longer and more intimate collaboration between colleges and school systems.

Sacadat, Evelyn. "Arousing Parent Interest in a Program for the Culturally Deprived." *Journal of Negro Education*, v 34, n 2, spring 1965, p 195–196.

The author describes an experimental program for disadvantaged students in four schools. The program for parents consisted of informal bimonthly meetings and, for those who could not attend, a monthly newsletter. In one school, the highlight of the program was an integrated family bus trip out of town.

Schwebel, Milton. "Learning and the Socially Deprived." *Personnel and Guidance Journal*, v 47, n 7, March 1965, p 646–653.

An analysis of the readiness of poor children for formal learning, the classroom conditions they encounter, and the theory of intelligence most widely implemented in the schools. The author suggests that these children are seen merely as the most recent of a long line of poor people. The origins of theories such as the fixed-intelligence theory are analyzed and explained in terms of Mannheim's concept of ideological thought, and some interactive theories of intelligence (Piaget, Hunt, Leontier). Conclusions are drawn about the possibilities for universal high-level education, given appropriate social motivation. Implications of these theories for education and research are suggested.

Sexton, Patricia et al. *An Assessment of the All Day Neighborhood School Program for Culturally Deprived Children*. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, February 1965.

The goals of the all-day neighborhood school programs are: (1) to develop a school day that provides for the educational, emotional, and physical development of children; (2) to extend the school day into a special after-school program; (3) to extend the school year to include a summer program; and (4) to develop closer home-school-neighborhood relationships. Three schools were selected, and experimental and control groups were chosen. No significant differences between the two groups were found in reading achievement, scholastic attitude, academic achievement, and verbal fluency. The teachers indicated significant improvements in social and personal development among experimental children.

Sochet, Mary Allen. "Does Our Education Perpetuate Poverty?" *Journal of Human Relations*, v 13, n 4, 1965, p 466–476.

Some of the reasons schools are performing inadequately are examined. The author questions whether schools are instrumental in the perpetuation of poverty. She discusses some suggestions for improving the situation.

Speeth, Christopher. "Black Magic in Philadelphia." *Teachers College Record*, v 66, n 3, December 1964, p 229–231.

The author, director of cultural activities at a Philadelphia settlement house, teaches daily classes in literature and dramatics to children drawn primarily from slum schools. He describes his work with these youngsters; it includes a series of Shakespearean and other classical productions.

Stein, Rudolph. *P. S. 138k—A More Effective School: Reflections and Perspectives—A Half Year Afterward*. New York: Teachers College, Columbia University, 1965.

The compensatory education classes are limited to 15 children in the nursery and kindergarten groups and to 22 students in higher grades. A team of four teachers is responsible for every three classes, and there are special teachers in art, science and reading. The school has three guidance counselors, one psychologist, and two social workers. The community relations coordinator and the social workers visit homes and work with parents. The author notes the discipline problems encountered with moving groups of children through the halls.

Steinberg, E. R. "Middle-Class Education for Lower-Class Students." *Education*, v 86, n 2, October 1965, p 67–74.

The author argues that middle-class education in our public schools not only has little meaning or appeal for poor children but that it may even frustrate and anger them.

Storen, Helen F. "Making Up the Deficit: Special Problems Facing Those Who Teach in Culturally Deprived Areas." *The Clearing House*, v 39, n 8, April 1965, p 495–498.

The author relates the experiences of three teachers who worked with underprivileged Negro junior high students over a three-year period. The teachers recognized their major task to be the appreciation and strengthening of their students' weaknesses before they entered high school. The teachers were part of a Queens College project to improve the preparation of teachers for schools in depressed areas.

Wilkerson, Doxey A. "Programs and Practices in Compensatory Education for Disadvantaged Children." *Review of Educational Research*, v 35, n 5, 1965, p 426–440.

The article discusses the reports of ten investigations that evaluated the effects of compensatory educational programs and practices relating to (1) a reading improvement program for migrants; (2) two experiments using multiracial reading materials; (3) two preschool programs; and (4) two dropout programs.

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Pringle, Mia Lilly. *Deprivation and Education*. London: Longmans, 1965.

The research centered on the likely effects of such deprivation on language development, intellectual growth, and educational progress. Most of the studies reported here are concerned with English children who have been separated from their families for considerable periods of time and who are living in institutions. The children were 8, 11, and 14 years old. The author found a marked backwardness among both boys and girls in all three age groups.

LC4601 MENTALLY HANDICAPPED—CHILDREN—EDUCATION

Connor, Frances P. and Mabel E. Talbot. *An Experimental Curriculum for Young Mentally Retarded Children*. New York: Teachers College, Columbia University, 1964.

This curriculum report describes a special program for preschool, educable, mentally retarded children, and its use in experimental classes in New York City. The report attempts to discover the amount and kinds of learning within the classroom, and to consequently determine the appropriate curriculum and teaching methods for these children.

Donahue, George T. and Sol Nichtern. *Teaching the Troubled Child.* New York: Free Press, 1965.

The author contends that the troubled child is far from helpless and can be educated if (1) the educator, the psychologist, and the psychiatrist team up; and (2) the community mobilizes its resources to help, not with money, but with space, people and schools. This book describes just such an experience in Elmont, New York.

Goldstein, Herbert, James W. Moss, and Laura J. Jordan. *The Efficacy of Special Class Training on the Development of Mentally Retarded Children.* Urbana, Ill.: Institute for Research on Exceptional Children, University of Illinois, 1965.

This study compares the intellectual development, academic achievement, and social and personal adjustment of educable, mentally retarded children in special classes and those in regular classes. It was hypothesized that special classes with specially trained teachers and programs would be more helpful than regular school classes. Experimental and control classes were composed respectively of 57 and 69 students who scored within the rate of 56–85 IQ in three Illinois counties. *The Illinois Curriculum Guide for Teachers of the Educable Mentally Handicapped* formed the basis for the educational program during the four years that special classes were in operation. A series of intellectual, academic, and personal adjustment measures was administered annually to all children. Findings show significant increases on IQ test scores for both groups. There was no significant difference in academic achievement between the two groups.

Grossman, Herbert. *Teaching the Emotionally Disturbed: A Casebook.* New York: Holt, Rinehart and Winston, 1965.

These are case studies that describe some major problems of teaching emotionally disturbed children. Emphasis is on the individual, his problems, and the ways competent theoreticians and practitioners identify and handle them.

Kolburne, Luma Louis. *Effective Education for the Mentally Retarded Child.* New York: Vantage Press, 1965.

The author explains the essential and critical differences between mentally retarded and normal children. Based on these differences, he describes the special educational system and methods that he has found to yield the best results. He also explains the principles of special education and guidance that will enable the mentally retarded child to learn more readily and to develop his potential capacities.

Long, Nicholas James, William C. Morse, and Ruth Newman. *Conflict in the Classroom: The Education of the Emotionally Disturbed Children.* Belmont, California: Wadsworth Publishing Co., 1965.

A psychoeducational approach which presents wide variety of excerpts that illustrate different points of view toward the emotionally disturbed child. Chapter I presents and analyzes fictional accounts. Each subsequent chapter is organized as a unit of study posing a fundamental question regarding the diagnosis, treatment, and education of emotionally disturbed children. The authors pose such questions as: "How can disturbed children be identified?" "How do we manage these children and how do we measure improvement and interpret failure?"

LC4661 EDUCATION—SLOW LEARNING CHILDREN

Clark, Donald H. and Gerald S. Lesser, eds. *Emotional Disturbance and School Learning: A Book of Readings.* Chicago, Ill.: Science Research Association, 1965.

An introduction to the study of the impact of emotional disturbance on school learning. Compiles selected readings.

Mary Jerome, Sister. "Meeting the Needs of the Below-Average Child." *Catholic School Journal,* v 65, December 1965, p 23–26.

The author suggests that we stop talking about what below-average pupils are not, accept the child as he is, and help him to fulfill his potential. She urges that special attention be given to the curricula and that teachers guard against using vocabulary beyond the student's comprehension. She makes suggestions for the teaching of arithmetic and reading to slow learners. She concludes with six ideas "that have stood the test of time" in working with below-average pupils. The teacher should (1) create a desire to learn in the child; (2) concentrate on essentials; (3) explain assignments thoroughly and carefully; (4) correlate subjects whenever possible; (5) show real interest in slow learners; and (6) not get discouraged; develop a high sense of humor.

Morse, William Charles, Richard L. Cutler, and Albert H. Fink. *Public School Classes for the Emotionally Handicapped: A Research Analysis.* Washington, D.C.: National Educational Association, 1965.

The authors note that special public school classes for the emotionally handicapped child are a relatively recent development. Designs for the conduct of the special classes range from permissive, relaxed, and therapeutic approaches, to traditional, tightly controlled educational programs. The present research attempts to answer such questions as: "What are the classroom practices?" "What are the salient themes that run through programs?" "What are the results from given styles or approaches?" "What are the underlying attitudes and purposes in the minds of the teachers?" The authors surveyed 117 out of the 306 programs in the United States by mail. They visited 54 programs and 74 classrooms and they interviewed more than five hundred children.

Site, Myer. "Art and the Slow Learner." *Bulletin of Art Therapy,* v 4, n 1, 1964, p 3–18.

A discussion by an art teacher on the value of art activities for the disadvantaged and the slow learner. He believes that art can assist these children in developing their capacities.

LC5131 URBAN SCHOOLS

Brownell, S. M. "Schools in the Cities." *Vital Speeches,* v 31, n 12, April 1965, p 380–384.

This speech, given at a symposium on urban problems at John Carroll University in January 1965, stresses the great effect of social and economic developments on the school—particularly city schools. The author says, "New educational developments are more related to social and economic conditions than to new instructional techniques, curriculum modifications, or break throughs in organizational patterns to increase the efficiency of learning."

Chamberlain, Leslie J. "Teaching in the Large City." *The Clearing House,* v 39, n 8, April 1965, p 483–486.

The author comments that present educational problems and challenges in large cities are unique and require strong measures that are not applicable to the normal school. Suggestions are given for needed programs.

Clifford, Virginia I. *Urban Education: An Introduction to the Literature of Research and Experimentation.* New York: Urban Education Collection, Union Theological Seminary, April 1964.

This book includes a bibliography of research and experimental literature on urban education, a detailed introduction, and background information about longstanding problems of urban education.

Crosby, Muriel. "Poverty and the School." *Educational Leadership*, v 22, n 7, May 1965, p 536–539.

The author discusses the "hallmarks" of poverty for inner-city children. These are described in terms of (1) lack of mobility (the challenge to move upward on the economic ladder); (2) lack of motivation and favorable self-concept; and (3) educational lag. The future of education for poor children is discussed.

Eddy, Elizabeth M. *Urban Education and Child of the Slum*. New York: Project TRUE, Hunter College, 1965.

The importance of looking at the urban school in the context of the community is discussed. The author focuses on the problem of whether the traditional structure of the school, based on middle-class values and educational techniques, will ever succeed in city areas with different values. The transition of the American society is traced from an agrarian to a technological society; the contribution of the family in preparing the child for his role in society and the present educational situation among the urban poor is explained; some of the consequences of schooling for the child in the slum neighborhood are examined. Observations from nine public schools in a Northern city are presented as concrete examples of problems faced by educators and pupils.

Greene, Mary Frances and Orletta Ryan. *The Schoolchildren: Growing up in the Slums*. New York: Pantheon Books, 1965.

This book, written by two schoolteachers, portrays 4th-grade children in two Harlem schools. The authors quote many children's conversations and suggest the extent to which the New York school system has failed to understand and adapt to the needs of these children.

Kirk, Robert N. "Educating Slum Children in London." *School and Society*, v 93, n 2257, March 6, p 180–182.

The author describes Rising Hill, a new secondary school with a campus in the London slums. One major purpose of the school was to have students from many ethnic groups and nationalities live and study together. The teachers themselves represented many races and countries. Teaching methods and the construction of the school were geared to the needs of the children. Corporal punishment was completely abolished by staff members and emphasis was placed on services to the community and the school. Pupils and teachers met together in activities outside the classroom. During the first two years, race and nationality tensions plagued the school and area.

Moore, G. Alexander, Jr. *Urban School Days: Selected Days in Urban Elementary School Life*. New York: Project TRUE, Hunter College, 1964.

Field observations of classroom behavior in three elementary schools in lower-income areas of a large city are reported. The author discusses "culture shock"; he notes that recent migration, low income, and ethnic culture characteristics combine to make children foreign to their new teachers. Discussion sections and questions are included.

Nieberl, H. R. "From Rich Homes or Poor." *NEA Journal*, v 54, n 7, October 1965, p 45–46.

Many school districts in the State of Washington are adding social workers to their staffs to work with children who have social-emotional problems that interfere with their school performance. The author presents two case studies of children to show how the school social worker (dealing with factors in both the school and the home) can enable deprived children to take fuller advantage of school.

Schueler, H. "Education in the Modern Urban Setting." *Law and Contemporary Problems*, v 30, n 1, winter 1965, p 162–175.

The author argues that the major problem facing the schools is de facto segregation. He says that plans for integrating urban schools (such as redistricting and vertical reorganization) will reduce de facto segregation, but not alleviate poverty, prejudice, and ignorance. He summarizes educational plans that have been proposed, and in some instances carried out, and suggests (1) providing nursery schools and day care centers for preschool children; (2) providing enriched curricula, geared directly to disadvantaged students; (3) utilizing services of professions in guidance, and psychology; (4) increasing the availability of the school for community; (5) attempting to bridge the gap between student and teacher behavior; (6) developing research and training centers; (7) increasing communication between educational and social service agencies; and (8) expanding low-cost educational opportunities beyond the compulsory school age.

Storen, Helen Frances. *The First Semester: Beginning Teachers in Urban Schools*. New York: Project TRUE, Hunter College, 1965.

This is a compilation of classroom incidents related by junior high school teachers during their first semesters of teaching in an urban school. The incidents concern classroom management, discipline, successful and unsuccessful lessons, and the teachers' attempts to handle classroom problems. Each incident is followed by questions to stimulate discussion; each of the three sections is followed by discussions and comments.

Strom, Robert D. *Teaching in the Slum School*. Columbus, Ohio: C. E. Merrill Books, 1965.

Factors that can influence classroom failure or progress for children of the poor are discussed. Recommendations for improving education in the slums include teacher training institutions that provide courses in human development, social psychology, urban sociology, cultural anthropology, methods of reading, and courses in conducting conferences with parents. The author feels that more attention should be given to the selection of the personnel who work with student teachers, and that the NEA should establish a slum school project to function as a production center of inservice teacher training material, a research center, and a consultation service.

Wachner, Clarence W. "Detroit Great Cities School Improvement Program in Language Arts." *Elementary English*, v 41, November 1964, p 734–742.

The article reports studies that have been made of the speaking vocabularies of young children, their articulation abilities and problems, and the materials conventionally used to teach them to read. It also reports efforts at the high school level to improve oral use of language and to provide a high school English program for the potential dropout or student of less-than-average intelligence. Inservice programs to improve reading instruction have been developed.

LC5215 EDUCATION—ADULTS

Adult Education. *Review of Educational Research*, v 35, n 3, June 1965.

The areas discussed include: programming, socialization, clientele analysis, needed research. Bibliographies are also included.

Hand, S. E. *Principles of Adult Learning: Working With Low Socioeconomic Families and Groups*. Florida: State Home Demonstration Office, Florida State University, 1964, p 36–53.

This paper defines seven principles of learning and explains the conditions and procedures that influence and facilitate learning. It examines the differences in organized adult and childhood education. It identifies adult characteristics that are distinctive and have important implications for learning and teaching.

Lanning, Frank W. and Wesley A. Many. *Basic Education for the Disadvantaged Adult: Theory and Practice.* Boston: Houghton Mifflin Co., 1966.

This book is a compilation of some 43 articles concerning the efforts being made to make the disadvantaged adult more literate, and including descriptions of procedures and programs that have been successful. Statistical information pertaining to the number and nature of illiterate adults is presented. The book includes an overview of the programs, social and psychological implications, reading as a basic curriculum area, and an evaluation of materials and techniques.

London, Jack and Robert Wenkert. "American Adult Education: An Approach to a Definition of the Field." *Adult Leadership*, v 13, n 6, December 1964, p 166–168.

This essay describes a twofold difficulty in defining adult education: (1) the tendency to define adult education by what one feels it should be rather than what it actually is; and (2) the fact that adult education is too amorphous to define precisely. The authors discuss the history of adult education and briefly examine it in America today. This is an introductory article. Five articles about adult education, in a larger study entitled, *Adult Education and Social Class*, include: "Report Card for Adults" by Ernest McMahon; "Psychological Characteristics Affecting Adult Learning," by Jean B. Frey; "Adult Education and the Development of Human Resources," by John McCollum; "The High School Equivalency Diploma Test," by Evelyn K. Sussman and Mary C. McDonald; and "Self-Actualization for Women Through Continuing Education," by William Kerr and Robert L. Johnson.

Rouls, Janalyce. *Training Home Economics Program Assistants to Work With Low-Income Families.* Department of Agriculture, Washington, D.C.: U.S. Federal Extension Service PA–681, 1965.

The author describes a program for training nonprofessional workers to help low-income families raise their aspiration level, improve homemaking skills, develop pride in homemaking, improve health of family members, and increase understanding of their community and its resources.

Thiede, Wilson and John Meggers. "Research and Investigation in Adult Education." *Adult Education*, v 15, n 4, summer 1965.

Reports here are summaries of 154 studies of research and investigations in adult education.

Ulich, Mary Ewen. *Patterns of Adult Education: A Comparative Study.* New York: Pagent Press, 1965.

A historical description and comparative study of adult education in England, Denmark, Germany, and the United States.

Winston, Ellen. "Educational Approaches to Community Problems." *Adult Leadership*, v 13, n 7, January 1965, p 205–206.

The author suggests (1) breaking down barriers between the affluent majority and the poor of America; (2) ceasing to regard people as problems, but as people who have problems; and (3) encouraging every community to develop coordinated community efforts, public and private, to deal with all community problems and needs. The article discusses the ingredients of successful community education and action programs.

LC5751 SUMMER SCHOOLS—UNITED STATES—DIRECTORIES

Yeomans, Edward. *And Gladly Learn: Summer Enrichment Programs for Urban Children.* Boston: National Association of Independent Schools, 1965.

A pamphlet on special summer programs undertaken by 29 independent schools during the summer of 1965. The programs utilized the facilities of independent schools and personnel and provided educational experience otherwise unavailable for children in city public schools. The author notes that at the same time these programs increased cooperation between the two kinds of schools in a given community. Children were transferred from their neighborhoods to the classrooms, playing fields, and, in some cases, the dormitories of independent schools. The author notes that this change of surroundings, the new faces, the opportunity to study basic academic subjects in small classes, and the relaxation from the routines of regular school contributed to changes in attitudes toward school and education. The composition of student bodies varied from project to project. Typically half were Negro and half, from a variety of other backgrounds. The author discusses methods of organization, financing, curriculum, methods of teaching, teacher training, and the effects on the participating schools. He includes an annotated list of the independent schools participating.

LT23 TEXTBOOKS—UNITED STATES—HISTORY

Margolis, Richard J. "The Well-Tempered Textbook." *Teachers College Record*, v 66, n 8, May 1965, p 663–670.

The author describes the present-day textbook as "strained, bland, tasteless and much too easy to swallow." He suggests that this is caused by a combination of educational timidity and an abrogation of professional responsibility. He prescribes more courage and more imaginative classrooms as a stimulus and example to publishing houses.

MT1 MUSIC—INSTRUCTION AND STUDIES

Foster, Florence P. "The Song Within: Music and the Disadvantaged Preschool Child." *Young Children*, v 20, n 6, September 1965, p 373–376.

The author describes the significant role of music with the deeply disturbed, neglected preschool child and the manner in which music can be used as a bridge between cultures, nationalities, and emotional differences. In a preschool center of the Child Service Organization music was used as an integral part of an experimental program throughout the day. The withdrawn child tended to relax his guard and participate more readily, the hostile child seemed to be less aggressive and to become a contributing member of the group.

Isern, Betty. "Music in Special Education." *Journal of Music Therapy*, v 1, n 4, 1964, p 139–142.

The article discusses the therapeutic value of music in special education. The author notes that music encourages socialization, stimulates verbalization, and affords emotional release. Music is unique, in the manner in which it brings about structure and order, thus increasing security. It also minimizes individual differences and makes a participant more like his peers. Approaches to music instruction are discussed.

P121 LANGUAGE AND LANGUAGES

Deutsch, Martin. "The Role of Social Class in Language Development and Cognition." *American Journal of Orthopsychiatry*, v 38, n 1, January 1965, p 78–88.

This study is part of a series that attempts to identify background variables and show how these relate to specific cognitive and linguistic patterns. In this study, linguistic variables were evaluated in 292 children of various racial and social-class groupings. Both lower-class and minority-group children had language problems. This association was stronger for the 5th than for the 1st-grade children because of a "cumulative deficit phenomenon"—the problem becomes more marked as the child progresses through school.

Duggins, J. H., Jr. "Language Difference or Language Difficulty? A Bucket of Books." *Phi Delta Kappan*, v 47, n 2, October 1965, p 84–94.

The author discusses the correlation between social variation and language behavior and asks, "How can classroom teachers teach socially differing children the language patterns they must understand in order to become better readers?" He contends that many students entering school with language *differences* are soon labelled as having language *difficulty* because those who write books, and tests, and train employees, perpetuate a myth of correctness. The article suggests that teachers begin by recognizing the children's language as simply different (without moralizing, without judgment, without ascribing it to a lower class), and that better understanding of dialects can come from better presentation of American English pronunciations (heavily emphasizing phonic generalizations in oral-aural work). The author urges more studies of "noise level and intelligibility," and he explains that people can be trained to understand more under varying conditions and amounts of sound. He concludes, "If we are to produce more literate people, we must understand the differences in language behavior and teach to refine without repressing."

Krippner, S. "Upper- and Lower-Class Children's Sentence Completions and Speech Improvement." *Journal of Clinical Psychology*, v 21, n 3, 1965, p 335–337.

Rich and poor students were tested before and after speech improvement courses on the Templin-Dailey Screening Test of articulation and a sentence completion test. General attitudes of both groups were not significantly related to articulation improvement.

Levin, Hannah A. "A Psycholinguistic Investigation: Do Words Carve up the World Differently for Negro and White Boys and Girls From City and Suburban Junior High School?" *Dissertation Abstracts*, v 25, n 12, pt. 1, 1965, p 7370–7371.

The author investigates the connotations, attitudes, and perceptions related to language concepts for 411 Negro and white junior high school students from Trenton and Franklin Township, New Jersey. Significant differences were found in the concepts *myself, Negro* and *school.* High evaluations were made by Negroes on the concepts of *myself* and *Negro*, and significantly higher evaluation by Negro boys on the concept of *school.* The study suggests a needed reexamination of Negro attitudes.

Lewis, Hilda P. and Edward R. Lewis. "Written Language Performance of Sixth Grade Children of Low Socioeconomic Status From Bilingual and From Monolingual Backgrounds." *Journal of Experimental Education*, v 33, n 3, 1965, p 237–242.

Written language performance was evaluated for three groups of children, from five schools in California. Children were classified as monolingual, Chinese bilingual, and Spanish bilingual. It was found that bilingualism in general had little effect on written language performance, although Chinese students, above average in intelligence, made more grammatical errors. The Chinese were by far the most accurate spellers.

Project English Curriculum Study Center. *Gateway English.* Hunter College, City University of New York, January 1965.

A series of reading and English-language materials developed for urban 7th and 8th graders. The books present materials that can be related to the experience of the student and will motivate freer articulation and writing.

P202 BILINGUALISM

Caplan, Stanley W. and Ronald A. Ruble. "A Study of Culturally Imposed Factors on School Achievement in a Metropolitan Area." *The Journal of Educational Research*, v 58, n 1, September 1964, p 16–21.

Spanish-American students in schools throughout the U.S. have posed problems to educators; they are often labeled as bilingual, culturally deprived and lower class, and relegated to inferior positions. This is an investigation of several factors which might influence the achievement of students from poor, urban communities. Investigators spoke with 100 families of junior high school students in the Southwestern United States to determine whether Spanish or English was spoken in the home more than 50 per cent of the time. Findings indicate that the achievement of bilingual students is affected by a number of factors, none of which is directly evident in the school. These factors include lack of essential communication skills, little encouragement at home to value personality characteristics that contribute to school achievement, and the difference in values held in the home from those held by the community.

PE1065 ENGLISH LANGUAGE—STUDY AND TEACHING

Calitri, Charles J. "A Structure for Teaching the Language Arts." *Harvard Educational Review*, v 35, fall 1965.

The author describes a four-level approach to the teaching of language arts that facilitates the development of the students' linguistic abilities better than the present approach. These four levels are: autistic, communicative, analytic, and esthetic.

Jewett, Arno, Joseph Mersand, and Doris V. Gunderson. *Improving English Skills of Culturally Different Youth in Large Cities.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1964.

A bulletin to help teachers, supervisors and administrators improve the English skills of culturally different youth. Major emphasis is on successful experience in the classroom. A bibliography is included.

PZ7 CHILDREN'S LITERATURE—GENERAL WORKS

Cianciolo, Patricia Jean. "Children's Literature Can Affect Coping Behavior." *Personnel and Guidance Journal*, v 43, n 9, 1965, p 897–903.

A sampling of recent publications in the field of children's literature that might be used to effect coping behavior. The author suggests that the reader could use the list to recognize his own problems and pressures, find possible solutions, or adopt a realistic view of the problems. An extensive bibliography is included.

Q181 SCIENCE—STUDY AND TEACHING

Drummond, Ainslie H. "Science News in the Classroom." *Saturday Review*, v 48, July 17, 1965, p 57.

The author contends that science is taught in our schools today as if it were a dead language, as if it consisted of a body of complete and unchanging knowledge. He argues that day-to-day news of science should merit classroom time and attention because the gap between basic research and technology grows smaller as time passes, and because members of the scientific community are playing an increasingly important role in government. He suggests that "if children are to become scientifically literate citizens, if they are to view science as a social activity, as an essential part of the cultural matrix, then they must be exposed to it as it happens."

Giddings, Morsley G. *Factors Related to Achievement in Junior High School Science in Disadvantaged Areas of New York City.* Center for Urban Education, 33 West 42nd Street, New York City, 1965.

This study examines the factors associated with varying levels of student achievement among Negro and Puerto Rican 9th graders in a poor area of New York City. Two groups, the high-science achievers and the low-science achievers, were selected for investigation. Factors found to be related to differences in achievement included general education and socioeconomic levels of parents, the size of family, amount of available living space, degree of contact with books and magazines in the home, time spent on homework preparation, and conducive atmosphere of study in the home.

QA135.5 ARITHMETIC—STUDY AND TEACHING—ELEMENTARY

Adler, Irving. "Mathematics for the Low Achiever." *NEA Journal*, v 54, n 2, February 1965, p 28–30 +.

The author describes a new approach to teaching mathematics, which discards the idea that the low achiever is a person of low innate ability, incapable of dealing with mathematical concepts. The new approach recognizes that low achievement can result from inadequate motivation, emotional disturbances, cultural deprivation, and poor teaching. The program (1) presents significant new mathematical ideas to the low achiever; (2) helps him to relearn arithmetic from a new, more meaningful, and more mature point of view; (3) seeks to arouse and maintain his interest; (4) provides an opportunity for him to make genuine mathematical discoveries at his level of knowledge and performance; and (5) crystallizes his learning experience around ideas that he understands, generalizations that he perceives and verbalizes, and skills that he masters. These ideas are demonstrated through actual problems in the article.

Dutton, Wilbur H. "Prospective Elementary School Teachers' Understanding of Arithmetical Concepts." *Journal of Educational Research*, v 58, n 8, 1965, p 362–365.

This study measured prospective elementary school teachers' understanding of arithmetical concepts before and after completing a methods course in the teaching of arithmetic. The sample consisted of women in the last semester of their junior year or in the first semester of their senior year. On the pretest, one-half of the sample lacked understanding in areas such as the meaning of the remainder in division, the placement of quotient figures, and the placement of the decimal point in multiplication. Test scores at the end of the semester were markedly improved. Findings also indicated a more favorable attitude toward math.

Liederman, Gloria F. "Mathematics and Science Programs for the Elementary School Years." *Review of Educational Research*, v 35, n 2, 1965, p 154–162.

The author reviews some major curriculum projects in elementary mathematics and science and refers to the concepts of teaching and learning. She discusses the need for research in this area.

McKeown, E. N. "A Comparison of the Teaching of Arithmetic in Grade Four by Teaching Machine, Programmed Booklet and Traditional Methods." *Ontario Journal of Educational Research*, v 3, n 7, 1965, p 289–295.

Schools and teachers were selected at random to study the effects of three methods of teaching 4th-grade arithmetic. The students were to work 27 minutes a day from 9 to 10 A.M. by the teaching machine, programmed booklet, or traditional methods. Pre- and post-testing revealed greater improvement by students taught with traditional methods. The author notes that IQ was unrelated to gain in achievement under any method.

Welch, Ronald C. and Charles W. Edwards, Jr. "A Test of Arithmetic Principles, Elementary Form." *Bulletin of The School of Education* (Indiana University), v 41, 1965, p 1–88.

The article discusses the construction and standardization of an evaluation instrument, designed to measure the degree to which children in grades three, four, five, and six comprehend selected principles of the mathematics program. The authors studied 1500 children from a large suburban community in a midwestern state.

QH315 BIOLOGY—STUDY AND TEACHING

Oliver, Montague. "The Efficiency of Three Methods of Teaching High School Biology." *Journal of Experimental Education*, v 33, n 3, 1965, p 289–300.

Data collected from three biology classes in a city high school in Indiana showed that students perform approximately the same whether they are taught by lecture-discussions, lecture-discussions and demonstration, or by the latter two in combination with laboratory exercises. Students with higher ability excel in overall achievement and in the application of scientific principles.

RA425 HYGIENE, PUBLIC—GENERAL WORKS

Freeman, Howard E. and Camille Lambert, Jr. "The Influence of Community Groups on Health Matters." *Human Organization*, v 24, n 4, winter 1965, p 353–357.

This study examined the influence of voluntary associations on individual opinion in health matters. The group studied consisted of 298 lower-income families, with at least one five-to-eight-year-old child, in Brookline, Massachusetts.

Walker, Bailus, Jr. "Improving Community Health Through Student Participation." *Journal of Negro Education*, v 34, n 1, winter 1965, p 23–29.

This paper describes an approach to improving community health attitudes and practices. The author notes that children are more accessible than adults (who must be organized) and that children, less habit- and tradition-bound, learn more readily. He discusses in-school and extracurricular activities and concludes that if modern concepts of personal and community health are instilled in children, they will become health-conscious adults.

RA790 MENTAL HYGIENE

Hallowitz, Emanuel and Frank Riessman. *Progress Report: Neighborhood Service Center Program*. Lincoln Hospital Mental Health Services, Albert Einstein College of Medicine, New York City, September 1965.

The neighborhood service-center program was designed to develop a network of comprehensive community health services for 350,000 residents of the Southeast Bronx. There are four storefront centers within this area. The major goals of the program are (1) to connect the person and the service; (2) to transform "clients" into helpers and active citizens through the use of the helper therapy principle; and (3) to develop neighborhood pride through group activity and community action; and (4) to serve as a hub around which various existing services can be coordinated.

Samler, J. "The School and Self-Understanding." *Harvard Educational Review*, v 35, n 1, 1965, p 55–70.

The author examines mental health programs in the school in terms of the Socratic goal of "the examined life." He considers ways of attaining self-understanding, especially through cognition.

RC423 SPEECH—DISORDERS OF

Wood, Doris E. "Search Through Color as an Aid in Speech Improvement for the Mentally Retarded." *Exceptional Children*, v 31, n 9, 1965, p 492–494.

The author describes successful techniques used in the association of color with sounds to increase awareness and mastery of beginning sounds.

RJ499 CHILDREN—PSYCHIATRY

Chethik, Morton et al. "A Quest for Identity: A Clinical Problem in the Treatment of Disturbed Negro Children in a Predominantly White Treatment Center." Presented at the 42nd annual Orthopsychiatric Association conference, New York, 1965.

Bellefaire, a Cleveland treatment center, run under Jewish auspices, has accepted non-Jewish children, including Negroes, in the past ten years. Although treatment of Negro children was similar in intensity and variety to that of white children, there was a distinct conflict of racial identity among the Negro children. This paper describes the effects of the distorted self-concept in four of the Negro children, how this distortion influenced the total treatment program, and the methods used to deal with it. The discussion is based on what the children brought to their therapists, the reactions of the Negro children to staff and other children, and the reactions of staff and children to the Negroes.

UA17.5.U5 MANPOWER—UNITED STATES

Bombach, Gottfried. "Manpower Forecasting and Educational Policy." *Sociology of Education*, v 38, n 5, fall 1965, p 343–374.

The question of whether manpower forecasting should be taken into consideration in educational policy is examined from the viewpoints of society and the individual. The author examines the interdependence of manpower needs, as derived from economic growth, and the output of the educational system.

Z5814.135 INSTRUCTIONAL MATERIALS CENTER—BIBLIOGRAPHY

Staff Utilization Project. *Instructional Materials Center: An Annotated Bibliography*. Cleveland, Ohio: Educational Research Council of Greater Cleveland, Rockefeller Building, Cleveland 13, Ohio.

This bibliography gives information about planning, staffing, and operating instructional materials centers. It includes arguments for and against the instructional materials concept. Articles treating only library or audiovisual operations were omitted with the exception of a few cases.

Z5814.U7 UNIVERSITIES AND COLLEGES—BIBLIOGRAPHY

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Selected readings on the establishment of policy in, and the operation of, colleges and universities.

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CENTER PUBLICATIONS

The Center for Urban Education Fact Sheet. A description of the history, current activities, and organization of the Center.

The Center Forum. A fortnightly in-house newsletter. Some back copies are available.

The Urban Review. A bimonthly periodical that draws on both staff members and outside authors to report on the complexities and developments in contemporary urban education. Some back copies are available.

Attitudes Toward Israel Among American Jewish Adolescents. By Rina Shapira. *Single copies on request. Additional copies as follows: 1-20, 25¢ each; 21-50, 20¢ each; over 50, 15¢ each. Payment must accompany order.*

An exploratory study of New York Jewish adolescents that relates to the general question of how Americans balance their plural commitments.

The Negro in Schoolroom Literature. By Minnie W. Koblitz. *Single copies on request. Additional copies as above.* Second printing.

An annotated bibliography of classroom reading materials that portray integrated situations. The bibliography is designed especially for use by elementary school teachers and librarians, and focuses on material for kindergarten through the sixth grade. Current through September 1966.

Learning Readiness in Two Jewish Groups. A Study in "Cultural Deprivation." By Morris Gross. With an introduction by John Seeley. *Single copies on request. Additional copies as above.*

A report on two groups of preschool children—both middle class, American-born, and Jewish—who display between themselves differences in learning readiness that are comparable to the kinds of differences, often noted, to put the issue in its baldest terms, between middle-class whites and lower-class Negroes. Mr. Gross' findings raise a fundamental question: how are we to understand "educational disadvantage" if it does not have an economic base?

A Prekindergarten Program for Four-Year-Olds. With a Review of Literature on Preschool Education. By Ruth A. Bouchard and Bernard Mackler. *Single copies on request. Additional copies as above.*

A descriptive account of one Head Start program in New York City. The authors have attempted to capture the day-to-day tone and atmosphere of the program and the interrelations of its various participants.

The following material has been published for the Center by Frederick A. Praeger, Inc., and is available from bookstores or directly from the publishers (111 Fourth Avenue, New York, N.Y. 10003). Please note the varying prices.

The Urban R's. Edited by Robert A. Dentler, Bernard Mackler, and Mary Ellen Warshauer. 304 pp. *Clothbound, $7.50. Paperbound, $2.50.*

A collection of 18 articles—16 published for the first time—that focuses on the general question of how the school, together with the community, can provide a meaningful education for the changing population of children in our urban centers.

Participants and Participation: A Study of School Policy in New York City. By Marilyn Gittell. *Clothbound only, $7.50.* Second printing.

This study examines how the New York City school system makes its decisions. It focuses particularly on the question of how much influence the community at large has in the process. Against a detailed description of the school administration, Dr. Gittell examines five policy areas: budget, curriculum, choosing a superintendent, salaries, and integration.

Big City Dropouts and Illiterates. By Robert A. Dentler and Mary Ellen Warshauer. 127 pp. *Clothbound only, $10.00.* Second printing.

This study examines the social and economic correlates of high school withdrawal and adult functional illiteracy.

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